

## Course descriptions

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## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-056/00	<b>Course title:</b> Art History 2: 19th and 20th Centuries Art
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Successfully passing exam test. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student shall have a knowledge of art from the end of the 18th century, trends of the first half of the 20th century in brief. Student shall be able to characterize development tendencies in the culture of the environment, in architecture, artistic expressions to the trends of visual communication.	
<b>Class syllabus:</b> I. The revolutionary changes of the 19th and 20th centuries are foreshadowed already in the 2nd half. 18th century. Changes in the focus of world architecture development. Concepts of classicism and romanticism. Utopian architecture of classicism. II. Empire. French architecture, sculpture, painting. Napoleon and culture. Empire and neoclassicism in Italy, England, Germany, Northern Europe. Personalities. Classicist complexes in Russia. III. Romanticism, individualism, subjective life, vitality. From measurable to freedom without conventions. Secular and bourgeois art. The importance of personality and nation in art. Painting and sculpture in Germany and France. Romanticism in England and the importance of civil engineering for future development. IV. Historicism and academicism. Early and late eclectic. Urban redevelopment, engineering and art synthesis. World exhibitions. V. Painters of realism. Barbizons. City painters. VI. Impressionism and reactions. Sculpture. VII. Art Nouveau and the early 20th century. VIII. Modern art - a means of visual understanding of the world. Subjective and objective. Means of art in the 20th century. IX. 20th century art trends. Fauvism, Futurism, Cubism, Expressionism. X. Orphism, Subjective Abstraction, Neoplasticism, Russian avant-garde. From Dadaism to Surrealism. Bauhaus.	
<b>Recommended literature:</b> - Příběh malířství jak se dělalo umění. Praha: Grada, 2021. ISBN 978-80-271-1348-4.	

- Hollingsworthová, M.: Umenie v dejinách človeka. Bratislava : Obzor, 1994. ISBN 80-215-0277-0.
- Rusinová, Z.: Dejiny slovenského výtvarného umenia 20. storočia. Bratislava: Slovenská národná galéria, 2000. ISBN 80-8059-031-1.
- GOMBRICH, Ernst. Príbeh umenia. Bratislava : Ikar, 2017. ISBN 978-80-551-5381-0.
- PIJOAN, J.: Dejiny umenia. Umenie 18. a 19. storočia. Bratislava: Ikar, 2000. ISBN 80-7118-828-X.
- PIJOAN, J.: Dejiny umenia. Umenie posledných desaťročí 19. storočia až po dvadsiate roky 20. storočia. Bratislava: Ikar, 2000. ISBN 80-7118-829-8.
- PIJOAN, J.: Dejiny umenia. Vývoj umenia až po sedemdesiate roky 20. storočia. Bratislava : Tatran, 1991. ISBN 80-222-0255-X.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 232

A	ABS	B	C	D	E	FX
43,97	0,0	20,69	17,67	8,62	7,33	1,72

**Lecturers:** Mgr. Marko Mižičko, PhD.

**Last change:** 10.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-055/00	<b>Course title:</b> Art History 2: Renaissance and Baroque
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Successfully passing exam test. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Student shall have a basic knowledge of art in the 15th to 18th centuries. He shall be able to identify the great transformations of art in the late Gothic and the birth of the Renaissance in Italy. Moreover shall understand the importance of the position of cities and their influence on the development of art in humanism and the Renaissance, which passed into Mannerism as a bridge to the Baroque of the 17th century. Student shall be able to identify the expansion of Baroque art on a geographical basis and thus the emergence of new areas.	
<b>Class syllabus:</b> 1. The birth of the Renaissance art. Late Gothic and Europe. Humanism and the Renaissance, new impulses for the arts. Church transformations, science and art. Roots in antiquity. Material culture. 2. Early Renaissance. Architecture, painting, sculpture F. Brunelleschi, L. B. Alberti - architects inspired by antiquity. From Giotto to Leonardo da Vinci. Personalities, art paths in the 15th century. The victorious L. Ghiberti and the door of the Baptistery in Florence. Donatello. 3. Leonardo da Vinci and the synthesis of the 15th century. 4. Architecture of the High Renaissance. Michelangelo as an architect. Rome as the center of the art of the High Renaissance. Sculpture and painting of the High Renaissance (15th - 16th centuries). Michelangelo, Raffaello Santi, Corregio. 5. Late Renaissance of Venice. Bellini, Giorgione, Titian. Contacts. 6. Renaissance beyond the Alps. Germany, the Netherlands, France and the rest of Europe. 7. Mannerism. (1520 - 1,600) 8. Art of the 17th and 18th centuries. Expansion and inspiration. Main tasks and topics. Development of arts. The importance of the Council of Trent. The main laws of the Baroque. Counter-Reformation art and secular art. 9. Baroque architecture and sculpture in Italy. Important personalities in Italy and the rest of Europe. 10. Rococo - the final period of the Baroque. Art areas, influence. 11. Baroque classicism of the 17th century. France, Versailles. Russian architecture.	

**Recommended literature:**

- RUSINA, Ivan. Rusina Renesancia umenie medzi neskorou gotikou a barokom. Bratislava: Slovenská národná galéria, Slovart, 2009. ISBN 978-80-8085-940-4.
- SAVICKÝ, Nikolaj. Savický Renaissance jako změna kódu o komunikaci slovem a obrazem v italském rinascimentu. Praha: Prostor, 2010. ISBN 978-80-7260-236-0.
- HUYGHE, René. a kol.: Umění renesance a baroku. Encyklopedie. Umění a lidstvo. Praha : Odeon, 1970.
- COLEOVÁ, Alison. Renesancia. Umenie zblízka. Bratislava : Perfekt, 1995. ISBN 80-8046-008-6.
- PIJOAN, J.: Dejiny umenia. Počiatky renesancie. Bratislava: Ikar, 1999. ISBN 80-7118-714-3.
- PIJOAN, J.: Dejiny umenia. Vrcholné diela renesancie. Bratislava: Ikar, 1999. ISBN 80-7118-715-1.
- PIJOAN, J.: Dejiny umenia. Barok. Bratislava: Ikar, 1999. ISBN 80-7118-793-3.

**Languages necessary to complete the course:**

Slovak

**Notes:****Past grade distribution**

Total number of evaluated students: 335

A	ABS	B	C	D	E	FX
41,49	0,0	19,7	22,69	7,46	7,16	1,49

**Lecturers:** Mgr. Marko Mižičko, PhD.**Last change:** 10.06.2022**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-058/00	<b>Course title:</b> Art History 3: European Culture around 1900
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Two absences are allowed; The students are evaluated on basis of completed sub-tasks (40%) and on the basis of the final written work (60%). Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 40/60	
<b>Learning outcomes:</b> The course provides an overview of the transformation and development of art at the turn of the 19th and 20th centuries in the context of scientific and technological progress, social and political changes. The look at the development of fine and applied arts, architecture, music, dance, and literature creates the preconditions for a better understanding of the overall social modernization in the period before the First World War, which is symbolically labelled the Belle Époque. Students can identify trends which became crucial for the modern period in the 20th century, especially the so-called Soviet avant-garde. Equally important for understanding of social development is the history of film, visual art, theatre, and other forms which have emphasized the interaction with society. Students gain competencies enabling them to analyse modern art and culture in correlation with modern understandings of the individual and society.	
<b>Class syllabus:</b> 1. Brief introduction to the social conditions and political situation at the turn of the 19th and 20th centuries. 2. Industrialization and redefinition of artistic approaches 3. Avant-garde movements. 4. Impressionism and Post-Impressionism 5. Arts & crafts and Art Nouveau (Jugendstil, L'art nouveau, Moderný štýl) 6. Art Deco 7. Russian and Soviet avant-garde 8. Cubism, Futurism	

<p>9. Film, theatre, visual arts  10. Literature  11. Symbolism  12. Architecture -functionalism, Bauhaus, historicizing styles, eclecticism</p>						
<p><b>Recommended literature:</b>  GOMBRICH, Ernst H. Příběh umění. Praha: Mladá fronta, Argo, 1995. ISBN 80-204-0685-9.  KŘIVSKÝ, Petr - SKŘIVAN, Aleš. Století odchází: Světla a stíny "belle époque". Praha: Aleš Skřivan ml., 2004. ISBN 80-86493-12-1.  McAULIFFE, Mary. Dawn of the Belle époque : the Paris of Monet, Zola, Bernhardt, Eiffel, Debussy, Clemenceau, and their friends. Lanham: Rowman &amp; Littlefield, 2014. ISBN 978-1-4422-0928-2.  PETERAJOVÁ, Ľudmila. Secesia. Bratislava: Pallas, 1974.  PIJOAN, José. Dejiny umenia 9. Bratislava: Tatran, 1991. ISBN 80-222-0249-5.</p>						
<p><b>Languages necessary to complete the course:</b>  Slovak</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b>  Total number of evaluated students: 67</p>						
A	ABS	B	C	D	E	FX
73,13	0,0	13,43	1,49	1,49	2,99	7,46
<p><b>Lecturers:</b> doc. Mgr. Eva Škorvanková, PhD., Mgr. Matej Ivančík, PhD.</p>						
<p><b>Last change:</b> 10.06.2022</p>						
<p><b>Approved by:</b></p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-054/17	<b>Course title:</b> Art History 3: Medieval Art
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Successfully passing exam test. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student shall have a basic knowledge of art in the period of late antiquity and the German tribes and the art of Central Europe in the 6th - 11th centuries, with special emphasis on Great Moravian art. He shall be able identify the basic elements of Romanesque culture in Western Europe and in our territory. Student shall know and understand characteristic elements of Gothic architecture, painting and sculpture and their specific features on the European continent and in our territory.	
<b>Class syllabus:</b> 1. Art of late antiquity and Germanic art. 2. Art in the Frankish Empire. 3. Art in the 6th to 11th centuries in Central Europe. (Great Moravia and Hungary). 4. Byzantine art. 5. Romanesque art in Western Europe. 6. Romanesque art in our territory. 7. Gothic architecture. 8. Gothic painting. 9. Gothic sculpture. 10. Gothic art in our territory and its specific features. 11. Medieval aesthetics.	
<b>Recommended literature:</b> -PIJOAN, J.: Dejiny umenia. Gotické umenie. Bratislava: Ikar, 1999. ISBN 8071187135. - PIJOAN, J.: Dejiny umenia. Ranokresťanské a byzantské umenie. Bratislava: Ikar, 1999. ISBN 8071186554.	

GOMBRICH, Ernst. Príbeh umenia. Bratislava : Ikar, 2017. ISBN 978-80-551-5381-0.  
Le GOFF, J.: Kultura stredoveké Evropy. Praha: Odeon, 1991. ISBN 80-207-0206-7.  
MRÁZ, B.: Dějiny výtvarné kultury 1. Praha: Idea servis, 2016. ISBN 978-80-85970-89-0.  
The Art of medieval Hungary. ed. Xavier Barral i Altet ... [et al.] Roma: Viella, 2018. ISBN 978-88-6728-661-4.  
GERÁT, Ivan. Stredoveké obrazové témy na Slovensku osoby a príbehy. Bratislava: Veda, 2001. ISBN 80-224-0643-0.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 36

A	ABS	B	C	D	E	FX
77,78	0,0	22,22	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Marko Mižičko, PhD.

**Last change:** 10.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-059/22	<b>Course title:</b> Art and architecture in Slovakia in the early modern period
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are evaluated on the basis of the results of the written test they are required to take during the examination period. The form of the test questions indicate students they are expected to give a factual description of the topic, presenting the facts without any further analysis or generalization. The classification scale is the following: 100-92 % of the max. number of points A, 91 – 84 % B, 83 – 76 % C, 75 – 68 % D, 67 – 60 % E, <60% Fx Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. The exact regular and retake dates will be published in the AIS during the credit week. Maximum number of possible absences: 2. Students with more absences, resulting from objectively justifiable and documented reasons, can complete the course under the following conditions: for each absence beyond the set framework, students need to submit a paper of around 5 standard pages on a pre-assigned and consulted topic. The paper must include an introduction, the main part (without footnotes), conclusions and the bibliography. Scale of assessment (preliminary/final): Scale of assessment preliminary/final: 0/100	
<b>Learning outcomes:</b> The course aims at making students familiar (in situ, or on the website of galleries / museums, portals of memory institutions, through virtual exhibitions) with early modern art, which is physically “accessible” to people today. At the end of the course, students are able to identify those items from the material culture of Slovakia that concern the 16th - 18th centuries, and what information these works of art and period architecture can provide about past centuries. Students have an overview of the best known facts from the different regions of the country and the legacy the different early (modern, professional, national or otherwise identified) societies left behind. Students are familiar with the historical context of the existence of works and with information	

about the material possibilities and mentality of the time. They can also define the role of visual art in the different periods.

**Class syllabus:**

1. Introduction to the subject. Opening debate with students about the content and purpose of the course. Samples of visual sources.
2. General introduction - historical context in which selected works of art and architecture originated. Example on approaches of the issue.
3. Field research and virtual tours of art and architecture.
4. Portrait painting, portrait galleries of aristocrats.
5. The denominational aspect in early modern art. Reformation and Counter-Reformation vs. art.
6. Sepulchral monuments.
7. The phenomenon of Central European sculpture. Donner in Pressburg.
8. Land fortification and Italian engineers.
9. Veduta, historical scenery of urban landscapes and their narratives.
10. Urban culture and topography.
11. Industrial landscape - mining areas, the beginnings of industrialization in the country.
12. Utility in art.
13. The future of monuments on the example of technical objects in situ, the possibilities of restoration, the monument fund and national cultural monuments.

**Recommended literature:**

KRŠÁK, Pavol (ed.). Ottov historický atlas Slovensko. Praha: Ottovo nakladatelství, s. r. o., 2009, pp. 176-273. ISBN 978-80-7360-834-7.

HALÁSZOVÁ, Ingrid. Pred portrétom. Úvahy o obsahoch, významoch, funkciách a reprezentačných stratégiách portrétu v ranom novoveku. Trnava: Typi Universitatis Tyrnaviensis, 2020. ISBN 978-80-568-0388-2.

RUSINA, Ivan a kol. Renesancia. Bratislava: SNG, 2009. ISBN 978-80-8085-940-4.

RUSINA, Ivan a kol. Barok. Bratislava: SNG, 1998. ISBN 80-8059-014-1.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 3

A	ABS	B	C	D	E	FX
66,67	0,0	0,0	33,33	0,0	0,0	0,0

**Lecturers:** PhDr. Eva Benková, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-733/22	<b>Course title:</b> Between tradition and modernity: the thinking of Slovak elites at the turn of the 19th and 20th centuries
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) oral presentation (30 points) on a selected topic b) completion of continuous assignments (10x4 points) c) in the examination period: colloquium (30 points) <b>Grading scale:</b> A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. The teacher accepts up to 2 justified absences. The exact date and topic of the preliminary evaluation will be announced at the beginning of the term. The exam dates will be published via AIS by the last week of the lesson period. Scale of assessment (preliminary/final): 70/30	
<b>Learning outcomes:</b> At the end of the course, students are able to approach the given historical topic critically and interpret the regional phenomena of ideological transfer in the whole of Europe. Based on historical analysis on the example of historical sources, they can identify the political and social thinking of Slovak intellectual elites at the turn of the 19th and 20th centuries. They perceive interdisciplinary connections focusing on philosophy, literary history and the history of science and technology. They are skilled in working with databases of digitized historical sources (Kramerius, MediaINFO UKB, Slovakiana).	
<b>Class syllabus:</b> 1. Differentiation of Slovak political thinking at the turn of the 19th and 20th centuries 2. The ideology of modernization (I): Liberalism	

3. The idea of “we/us” as a conservative strategy.
4. The ideology of modernization (II): Socialism / Christian socialism
5. Transformations of religious thinking during the secularization.
6. Science and the ideal of progress.
7. Reception of materialism and positivism.
- 8 Neo-scholasticism as a Catholic answer to modernism.
- 9 Decadence - an import from abroad? Reception of New Art
10. The Women Question (Feminism)
- 11 Ján Lajčiak: Slovakia and Culture (Case Study)
- 12th Final Colloquium

**Recommended literature:**

BURROW, John Wyon. Krize rozumu: evropské myšlení 1848 – 1914. Brno : CDK, 2003. ISBN 80-7325-025-X.

KOLLÁR, Karol – KOPČOK, Andrej – PICHLER, Tibor (eds.). Dejiny filozofie na Slovensku v XX. storočí. Bratislava : Fil. ústav SAV, 1998, pp. 156 – 163. ISBN 80-85402-32-7.

KOVÁČ, Dušan a kol. Slovensko v 20. storočí. 1. zv. Na začiatku storočia: 1901 – 1914. Bratislava : VEDA, 2004. ISBN 80-224-0776-3.

MÉSZÁROS, Ondrej. Dejiny maďarskej filozofie. Bratislava : VEDA, 2013. ISBN 978-80-224-1302-2.

TARANENKOVÁ, Ivana (ed.). Svetozár Hurban Vajanský: Na rozhraní umenia a ideológie. Bratislava : VEDA, 2018. ISBN 978-80-224-1697-9.

Further literature will be specified during the semester.

**Languages necessary to complete the course:**

Slovak

**Notes:**

The course deals with the topics that are intertwined with the following questions that are part of the state exams at the end of the study:

Differentiation of Slovak politics at the turn of the 19th century and developments before the war.

Modernisation and development of civil society in Hungary

Slovak labor movement - tendencies and problems of its development

Catholic Church in nation-building movement before 1918

Interdisciplinary attitudes in historical research

**Past grade distribution**

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Blažena Pavlovkinová, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-836/21	<b>Course title:</b> Concept of Body, Health and Diseases in Renaissance
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> active participation and presentation of paper Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> During the course, the students will get acquainted with different views on the perception of the human body, health and disease during the Renaissance. Students will learn more about how medicine, health, diseases and the human body were connected with disciplines such as philosophy, astronomy and magic in this period. They will learn how much meaning was placed on these factors in the field of health, but also on progress in medicine, contemporary dietetics and the importance of the environment.	
<b>Class syllabus:</b> 1. Medicine and surgery - meaning and practice in the context. 2. Anatomy - meaning of the term in the Renaissance, the course of autopsies. 3. Death - a perception of death and the human body and soul. 4. Epidemics - plague and other diseases of the early modern period in Europe and in the world. 5. Lifestyle - dietetics, healthy environment, sports and more. 6. Philosophy, magic, religion and astronomy in the concept of body health and disease. 7. Universities, hospitals, hospices. 8. Art – how artists in the Renaissance contributed to anatomy, the development of medicine and a healthy lifestyle.	
<b>Recommended literature:</b> Porter, R. Dějiny medicíny od starověku po současnost, Praha 2015, Dülmen R. von Kultura a každodenní život v raném novoveku I. - III. Praha 1999 - 2006 Garin E. Renesanční člověk a jeho svět. Praha 2003, KOVÁR, Branislav, ZAJAC, Oliver, Benediková, Lucia. Epidémie v dejinách ľudstvo v boji s neviditeľnými nepriateľmi. Bratislava:Premedia, 2020. Lenderová, M. Haulik, V., Tinková, D. Dějiny těla. prameny, koncepty, historieografie. Červený Kostelec, 2014, Nejeschleba, T. Kapitoly z renesanční filosofie, Brno 2014, BETLECH, Jan, HEJNA, Petr,	

ŠTEINER, Ivo. Pitva historie poznávání lidského těla. Praha: Galén, 2017. Ari#s, P. Dějiny smrti, Praha 2000

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 13

A	ABS	B	C	D	E	FX
76,92	0,0	23,08	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Lenka Hrabáková

**Last change:** 30.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-074/22	<b>Course title:</b> Creating Digital Databases and Editions
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are evaluated based on their continuous work and final results. The preliminary part represents 60% of the assessment. For this purpose, students are required to continuously prepare for the seminars, read the assigned texts (during the theoretical part) and deliver their assignments (during the practical part). To successfully achieve the remaining 40% of their overall evaluation, students need to present their results - the final design of their digital edition or database. Students who fail to submit their final project are not evaluated. The formal and content side of their final project result naturally from the ongoing tasks. Maximum number of absences: 2 At the beginning of the term, students are informed about the exact course plan, reading list and deadline for submitting their term paper. <b>Assessment Scale</b> A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> During the course, students get acquainted with the most important available digital databases and editions, projects dedicated to their creation for a long time and the possibilities of further study or research in this area. Students are able to tell between physical and digital editions and their advantages and disadvantages. They are familiar with the basic XML coding language as well as with TEI rules, which are used to create digital editions and databases. At the end of the course, students are able to independently create the basic structure of a digital database and edition.	
<b>Class syllabus:</b>	

Theoretical part of the course:

1. Digital source editions. Definition, overview of projects, creation process.
2. Digital databases. Definition, overview of projects, process of creation.
3. Digital edition and database standards (mainly TEI).
4. Basics of XML language. Overview of concepts and structure.
- 5 Popular programs and editors for creating digital editions and databases.

Practical part of the course:

6. Creating the basic framework of a digital edition (case studies).
7. Creating your own critical digital source edition (on the example of source material).
8. Possibilities of digital edition visualization.
9. Creating the basic framework of a digital database (on the example of source material).
10. Creating digital database.

**Recommended literature:**

\* PIERAZZO, Elena. Digital Scholarly Editing: Theories, Models and Methods. New York: Routledge, 2015. ISBN 978-1-31557-722-7. (provided by the teacher)

\* DRISCOLL, Matthew James – PIERAZZO, Elena. Digital Scholarly Editing: Theories and Practices. Cambridge: Open Book Publishers, 2016. ISBN 978-1-78374-238-7 (provided by the teacher)

E-learning:

\* TEI standards available on: <https://tei-c.org/> [cit. 2021-10-25]

\* PIERAZZO, Elena – BURGHART, Marjorie. Digital Scholarly Editions: Manuscripts, Texts and TEI Encoding; video series available on Youtube: <https://www.youtube.com/watch?v=6gMoRqiAoRo&list=PL77mHK9JuenN9NXeXQbVcUORz7HZk-9Pv> [cit. 2021-10-25]

**Languages necessary to complete the course:**

Slovak

English (reading)

**Notes:**

The course is not limited to a specific study programme. Students will need to use their own laptop during the lessons. They will also be required to install freely available programs needed for the work during the semester.

The course thematically corresponds with the research grants, currently realized at the Department of Slovak History, namely: APVV-16-0374 and APVV-20-0598.

**Past grade distribution**

Total number of evaluated students: 5

A	ABS	B	C	D	E	FX
40,0	0,0	0,0	40,0	0,0	20,0	0,0

**Lecturers:** Mgr. Stanislava Kuzmová, PhD., Mgr. Ivana Lukáč Labancová, PhD.

**Last change:** 19.05.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-813/20	<b>Course title:</b> Czechoslovak Foreign Policy after 1945
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation in the course and writing of a seminar paper on an agreed topic. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student will gain knowledge about the foreign policy of Czechoslovakia after the Second World War and will get to know the structure of international relations in Central Europe, which helped determine the republic's foreign policy until its disintegration in 1992.	
<b>Class syllabus:</b> 1. Introduction to the content of the course and the issues of international relations. 2. World War II and its consequences for Central Europe. 3. – 4. Czechoslovakia until 1948 – from the sphere of influence to the satellite state of the Soviet Union. 5. – 6. Communist diplomacy and its important figures. 7. Foreign policy of Czechoslovakia in the conditions of the Warsaw Pact. Soviet bloc, its limits, and the first major problems. 8. Prague Spring - an attempt to change the course? 9. Czechoslovak foreign policy towards third world countries. 10. Change of the foreign policy (1989 - 1991). Velvet revolution and the new perspectives. 11. Summary, evaluation, and completion of the course.	
<b>Recommended literature:</b> BROD, Toman. Osudný omyl Edvarda Beneše 1939–1948: Československá cesta do sovětského područí. Praha: Academia, 2002. DEJMEK, Jindřich. Diplomacie Československa. Díl II. Biografický slovník československých diplomatů (1918-1992). Praha: Academia, 2013.	

DRULÁK, Petr. Metafory studené války: Interpretace politického fenoménu. Praha: Portál, 2009.  
KREJČÍ, Oskar. Mezinárodní politika. Praha: Ekopress, 2014.  
ŠTEFANSKÝ, Michal – MICHÁLEK, Sławomír. Mířníky studenej vojny a ich vplyv na Československo (od Trumanovej doktríny po Vietnam). Bratislava: Veda, 2015.  
During the course, students will be presented with additional literature that will help them better understand the process of shaping the foreign policy of Czechoslovakia after 1945.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 5

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Martin Horička, PhD.

**Last change:** 13.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-160/00	<b>Course title:</b> Early Slovak Historiography
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are required to systematically prepare at home throughout the whole term. This includes reading the assigned sources and scholarly literature the course requires. Throughout the term, students need to prepare and present short reports (ca. 20 min.) on older Slovak historiography works in front of the class. 100% continuous evaluation. Classification scale: A - excellent - 100 - 92 % B - very well - 91 - 84 % C - well - 83 - 76 % D - satisfactory - 75 - 68 % E - sufficient - 67 - 60 % FX - insufficient - > 60 % Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of unjustified absences: 2 Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After successfully completing the course, students have a general overview of the way the history of Slovakia and Slovaks has been perceived at the different periods and how this perception has evolved since the Middle Ages to the present. Students go through and are able to identify the main development tendencies in the earliest Slovak historiography while acquiring the foundations of critical thinking on history. They are able to work with sources and critically analyze their content as well as the reasons why they originated. Upon completing the course, students are familiar with the fundamental Slovak history works (chronicles, annals, hagiographic sources, older 17th - 19th Century historiography) and are capable of applying this knowledge when producing their seminar papers and final theses, among others.	
<b>Class syllabus:</b>	

1. Introduction: Students get acquainted with the course requirements, the credit granting scheme, as well as with the content of the course.
2. The Moravian-Pannonian legends and Proglas.
3. The Legend of Svatopluk and Saint Stephen and their development throughout the History of Slovakia.
4. Medieval Chronicles from the Kingdom of Hungary.
5. Medieval Annals from the Kingdom of Hungary
6. Medieval Legends from the Kingdom of Hungary and their significance for the Hungarian statehood.
7. Foreign narrative sources and Slovak history.
8. Baroque Slavism I (Jakub Jakobeus, Daniel Sinapius Horčíčka).
9. Baroque Slavism II (Martin Svätójánsky/Szentiványi , Ján Baltazár Magin).
10. Baroque Slavism III. (Juraj Sklenár, Juraj Papánek).
11. Baroque Slavism IV. (Samuel Timon a Juraj Fándly).
12. Final Session - End-of-term assessment and the students's engagement during the lessons. Assessment closing.

**Recommended literature:**

SOPKO, Július (ed.). Kroniky stredovekého Slovenska. Budmerice: Rak, 1995. ISBN 80-85501-06-6  
 MARSINA, Richard (ed.). Legendy stredovekého Slovenska. Budmerice: Rak, 1997. ISBN 80-85501-08-02

TIBENSKÝ, Ján. Chvály a obrany slovenského národa. Bratislava: SVKL - Slovenské vydavateľstvo krásnej literatúry, 1965.

SEDLÁK, Vinent (ed.). Ján Baltazár Magin: Obrana slávnej župy Trenčianskej a mesta tohože mena. Martin: Matica slovenská, 2002. ISBN 80-7090-672-3

- further literature and sources will be made available during the semester

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 110

A	ABS	B	C	D	E	FX
76,36	0,0	17,27	5,45	0,0	0,0	0,91

**Lecturers:** prof. Mgr. Martin Homza, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-031/00	<b>Course title:</b> English for Students of Historical Sciences 1
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> The course is aimed for students with English level B1 and above.	
<b>Course requirements:</b> Students are required to continuously prepare for the lessons, read the assigned texts, take active part in the classes and carry out smaller tasks (in writing and orally) that are assigned continuously throughout the term. They need to present a specialized text they have read. <b>Grading scale:</b> A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of absences: 2 Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> During the course, students practice and consolidate the language skills they need to work with historical science texts focusing on developing their reading skills. They get familiar with the scholarly vocabulary, as well as with the key language resources, styles and genres that allow them to work successfully with selected types of written sources and scholarly literature in English. Students also develop the basic skills and resources necessary to present scholarly historical science themes and their own work in English. The course is intended for students with English level B1 and higher.	
<b>Class syllabus:</b>	

Work with scholarly texts and information sources. Strategies for reading and understanding English scholarly texts effectively.  
 Analysing texts with regard to its communication function and thematic and content structure. Consolidating and expanding the students' knowledge of lexical and grammatical means to use in historical sciences.  
 Communication competencies for the public presentation of their own scholarly results - preparing an abstract, a research plan, a poster, a conference paper, etc.  
 Producing academic communications in written and oral form. The range of the different elements can be adapted to the course participants and their practical needs in research and study.

**Recommended literature:**

McCARTHY, Michael - O'DELL, Felicity. Academic Vocabulary in Use with Answers. Second edition. Cambridge: Cambridge University Press, 2016. ISBN 9781107591660.

JORDAN, R. R.. Academic Writing Course. Study Skills in English.

Longman, 2004 [cit. 2021-10-29]. Dostupné na: [https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj7mdi\\_gvPzAhUCif0HHaKuBF%3A%2F%2Fdl2.languagecentre.ir%2FWriting%2FAcademic\\_Writing\\_Course%2520%5Bwww.languagecentre.ir%5D.pdf&usg=AOvVaw1zhy4688cst68QL\\_78gmCk](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj7mdi_gvPzAhUCif0HHaKuBF%3A%2F%2Fdl2.languagecentre.ir%2FWriting%2FAcademic_Writing_Course%2520%5Bwww.languagecentre.ir%5D.pdf&usg=AOvVaw1zhy4688cst68QL_78gmCk)

SWALES, John - FEAK, Christine. Academic Writing for Graduate Students, 3rd edition. University of Michigan Press, 2012. ISBN 978-0472034758.

Other texts will be provided in the course of the semester.

**Languages necessary to complete the course:**

English, Slovak

**Notes:**

The course is aimed at students with English on the level B1 and higher.

**Past grade distribution**

Total number of evaluated students: 231

A	ABS	B	C	D	E	FX
23,81	0,0	21,21	21,65	17,32	12,99	3,03

**Lecturers:** Mgr. Stanislava Kuzmová, PhD.

**Last change:** 28.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-032/00	<b>Course title:</b> English for Students of Historical Sciences 2
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are required to continuously prepare for the lessons, read the assigned texts, take active part in the classes and carry out smaller tasks (in writing and orally) that are assigned continuously throughout the term. Grading scale: A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of absences: 2 Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> During the course, students practice and consolidate the language skills they need to work with historical science texts focusing on developing their reading skills. They get familiar with the scholarly vocabulary, as well as with the key language resources, styles and genres that allow them to work successfully with selected types of written sources and scholarly literature in English. Students also develop the basic skills and resources necessary to present scholarly historical science themes and their own work in English.	
<b>Class syllabus:</b> Work with scholarly texts and information sources, reading and understanding English scholarly texts. Analyzing Texts. Consolidating and expanding the students' knowledge of lexical and grammatical means to be used in historical sciences.	

Communication competencies for the public presentation of the results of their own scholarly activity - preparing an abstract, a research plan, a poster, a conference paper, etc.  
Producing academic communications in written and oral form. Presenting their own scholarly results in English and conducting a scholarly discussion in English.  
The range of the different elements can be adapted to the course participants and their practical needs in research and study.

**Recommended literature:**

McCARTHY, Michael - O'DELL, Felicity. Academic Vocabulary in Use with Answers. Second edition. Cambridge: Cambridge University Press, 2016. ISBN 9781107591660.

JORDAN, R. R.. Academic Writing Course. Study Skills in English.

Longman, 2004 [cit. 2021-10-29]. Dostupné na: [https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj7mdi\\_gvPzAhUCif0HHaKuBH%3A%2F%2Fdl2.languagecentre.ir%2FWriting%2FAcademic\\_Writing\\_Course%2520%5Bwww.languagecentre.ir%5D.pdf&usg=AOvVaw1zhy4688cst68QL\\_78gmCk](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj7mdi_gvPzAhUCif0HHaKuBH%3A%2F%2Fdl2.languagecentre.ir%2FWriting%2FAcademic_Writing_Course%2520%5Bwww.languagecentre.ir%5D.pdf&usg=AOvVaw1zhy4688cst68QL_78gmCk)

SWALES, John - FEAK, Christine. Academic Writing for Graduate Students, 3rd edition.

University of Michigan Press, 2012. ISBN 978-0472034758.

Other texts will be provided during the semester.

**Languages necessary to complete the course:**

English, Slovak

**Notes:**

The course is aimed at students with English on the level B1 and higher.

**Past grade distribution**

Total number of evaluated students: 197

A	ABS	B	C	D	E	FX
21,32	0,0	21,83	26,4	15,74	12,18	2,54

**Lecturers:** Mgr. Stanislava Kuzmová, PhD.

**Last change:** 28.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Arts						
<b>Course ID:</b> FiF.KVD/A-moHI-834/00			<b>Course title:</b> Excursion 4			
<b>Educational activities:</b> <b>Type of activities:</b> excursion <b>Number of hours:</b> <b>per week: per level/semester:</b> 1d <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 1						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b> Active participation in the excursion. Specific conditions according to the specification of the selected excursion. The costs associated with the excursion are borne by the student. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0						
<b>Learning outcomes:</b> After completing the excursion, the student has a comprehensive idea of a specific historical event associated with the place of the excursion, deepens his previous knowledge about the course of a specific historical event on the face of the place, or gets acquainted with the operation and function of the selected institution.						
<b>Class syllabus:</b> One-day excursion within the territory of Slovakia or outside the territory of the republic. Individual teachers of departments list them during the semester.						
<b>Recommended literature:</b> The literature can be recommended by the teacher according to the focus of the excursion						
<b>Languages necessary to complete the course:</b> Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 114						
A	ABS	B	C	D	E	FX
83,33	14,04	0,0	0,0	0,0	0,0	2,63
<b>Lecturers:</b> PhDr. Lukáš Rybár, PhD., Mgr. Stanislava Kuzmová, PhD., Mgr. Daniela Rošková, PhD., doc. Mgr. Eva Škorvanková, PhD.						

<b>Last change:</b> 10.06.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Arts						
<b>Course ID:</b> FiF.KVD/A-moHI-835/00			<b>Course title:</b> Excursion 5			
<b>Educational activities:</b> <b>Type of activities:</b> excursion <b>Number of hours:</b> <b>per week: per level/semester:</b> 5d <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b> Active participation in the excursion. Specific conditions according to the specification of the selected excursion. The costs associated with the excursion are borne by the student (travel expenses, food and admittance fee). Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0						
<b>Learning outcomes:</b> After completing the excursion, the students have a comprehensive idea of historical event associated with the chosen region or other places of excursion, eventually deepens their previous knowledge about the course of specific historical events						
<b>Class syllabus:</b> Excursion of several days can take place inside or outside the territory of Slovakia. Particularities are given by teachers during the semester.						
<b>Recommended literature:</b> The literature can be recommended by the teacher according to the focus of the excursion.						
<b>Languages necessary to complete the course:</b> Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 136						
A	ABS	B	C	D	E	FX
80,15	6,62	11,03	0,74	0,0	0,0	1,47
<b>Lecturers:</b> PhDr. Lukáš Rybár, PhD., doc. Mgr. Eva Škorvanková, PhD., Mgr. Stanislava Kuzmová, PhD.						
<b>Last change:</b> 10.06.2022						

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-600/00	<b>Course title:</b> HS: Burgundy - History and Culture
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> presentation of paper and submission of written paper on selected topic Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Student learns about important events from political, social and cultural context and about personalities in Burgundian history from the 5th century till the end of the 15th century, when the duchy is split between France and Habsburg rule.	
<b>Class syllabus:</b> 1. Arrival of Burgundians in the basin of river Rhône 2. Formation of Burgundian kingdom - Lex Romana Burgundionum 3. Burgundy under the rule of Merovingian and Carolingian dynasty 4. The Duchy of Burgundy and relations to France 5. The Duchy of Burgundy and relations to the Holy Roman Empire 6. The dukes from Valois dynasty 7. 1477 - division of Burgundy 8. Burgundy under the rule of France and Habsburg 9. Industry and the richest region of Burgundy 10. Burgundian culture - peinture and architecture 11. Court culture during the rule of last dukes of Valois dynasty.	
<b>Recommended literature:</b> HUIZINGA Johan. Jeseň stredoveku. Bratislava, 1990 WISCHERMANN, Heinfried - LAULE, Bernhard - LAULE. Ulrike. Kunstdenkmäler in Burgund. Darmstadt: Wissenschaftliche Buchgesellschaft, 1991. KAMP, Hermann. Burgund - die Geschichte und Kultur. München : Beck, 2007. ISBN 9783406536144. KAMENÍK, Milan. Burgundsko - kraj mnichů Cîteaux a Bernard z Clairvaux. Praha: Vyšehrad, 2002. ISBN 80-7021-423-6.	

DRŠKA, Václav . Dějiny Burgundska. Nomen Brugundiae ve středověku. České Budějovice: Veduta, 2011, ISBN 978-80-86829-65-4.  
VAUGHAN, Richard. Valois Burgundy. Hamden: Archon Books, 1975. ISBN 0-208-01511-6.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 51

A	ABS	B	C	D	E	FX
41,18	0,0	29,41	17,65	5,88	0,0	5,88

**Lecturers:** Mgr. Daniela Hrnčiarová, PhD.

**Last change:** 19.09.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-629/13	<b>Course title:</b> HS: Church and Church Organization in Slovakia in the Middle Ages
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Requirements for successful completion of the course: 20% preliminary assessment - students are required to take active part in the learning period and to carry out the assigned tasks concerning the topics of their term papers. Their conclusions will be presented in preliminary shorter papers, where their methodology and proceeding will be explained. Comparisons with other European historiographies will be attempted as well. 80 % final assessment - Students are required to submit a seminar paper concerning a topic from Church history, consisting of at least 10 standard pages (18,000 characters, including spaces). Students are assigned the topics of their term paper at the first meeting taking into account their personal interests. The deadline for submitting the term paper is agreed upon with the students. In their papers, students are expected to pay attention to the basic problems of Church developments in a chosen region on the territory of modern Slovakia (within the medieval Hungarian kingdom). Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Max. number of unjustified absences: 2 Scale of assessment (preliminary/final): 20/80	
<b>Learning outcomes:</b> During the semester, students have acquired skills in using and deepening of their knowledge of Church history, its organisational structures, standing and social roles played in the medieval society. At the end of the seminar, they submit a term paper. They are acquainted with the roles of the Church in medieval society, system of Church organisation as well as functions of various Church institutions (loca credibilia, scriptories of monasteries, etc.).	
<b>Class syllabus:</b> 1. In the first phase, students get to know foundational works for Church history in the Middle Ages on the modern Slovak territory, and Hungary as whole. On the basis of their own preferences, they choose a topic for their term papers and start with heuristics. 2. Medieval Church in Hungary and its organisation. 3. Medieval Church clerics.	

4. Process of foundation of Church institution in medieval Hungary, ich teritorrial responsibilities.
5. History of various Church institutions and their possessions.
6. Archontology related to bishoprics, chapters, and monasteries.
7. Church reforms of Hungarian kings.
8. Religious orders and monasteries in medieval Hungary.
9. Military orders in medieval Hungary.
10. Chapters as centres of education in medieval Hungary.
11. Hungary and Roman curia in the Middle Ages - specifics of the country's development in European context.
12. Final meeting: assessment of the semester and activities of students. Control of works on term papers. Closing remarks.

**Recommended literature:**

FUXHOFFER, Damian. *Monasteriologiae regni Hungariae I - II*. Veszprém: b. v., 1803.

RÁBIK, Vladimír et al. *Vývoj cirkevnej správy na Slovensku*. Krakov: Spolok Slovákov v Poľsku, 2010. ISBN 9788374903479

SEDLÁK, Vincent. *Rationes collectorum pontificiorum in annis 1332 – 1337*. In *Monumenta Vaticana Slovaciae I*. Trnava - Rím: Trnavská univerzita v Trnave, 2008. ISBN 9788080821869

ŠPIRKO, Jozef. *Cirkevné dejiny*. Martin: Matica slovenská, 1943.

Special literature:

KNAUZ, Ferdinandus et al. (eds.). *Monumenta ecclesiae Strigoniensis I. – IV*. Strigonii: Typis descripsit Gustavus Buzárovits, 1874 – 1999.

**Languages necessary to complete the course:**

Slovak

basics of medieval Latin - reading

**Notes:**

**Past grade distribution**

Total number of evaluated students: 37

A	ABS	B	C	D	E	FX
32,43	0,0	24,32	32,43	2,7	2,7	5,41

**Lecturers:** PhDr. Jakub Palko, PhD.

**Last change:** 28.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-696/18	<b>Course title:</b> HS: Crisis of the Communist Regime and Activities of the Opposition in the 1980s
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are required to take active part in the lessons. They need to produce, present and submit a written seminar paper on an assigned topic. The paper needs to cover the most important issues of the topic in question. It must include a PowerPoint presentation and be at least 10 pages long. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of unjustified absences: 2 Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> At the end of the course, students are familiar with the final period of the communist regime in socialist Czechoslovakia, which faced a deep crisis in the mid-1980s. They are acquainted with the activities of the opposition against the regime and with the developments that led up to November 1989. They also have an overview of the domestic and foreign political situation and its impact on the events that took place in socialist Czechoslovakia. They understand the general situation in the 1980s and the causes of the collapse of the communist system in Eastern Europe. They can compare the situation in Czechoslovakia with that in Poland and Hungary.	
<b>Class syllabus:</b> 1. Stagnation of the regime in the first half of the 1980s. 2. The influence of the Soviet perestroika on the communist regime in socialist Czechoslovakia. 3. Mikhail S. Gorbachev. 4 The political situation in the USSR and in the countries of Eastern Europe. 5. The end of the Gustav Husák era and the replacement of the General Secretary of the Central Committee of the Communist Party 6. Problems in the economy. 7. The growing opposition activities. 8. The Candle Manifestation and expressions of opposition in 1988. 9. 1989 and the gradual collapse of the communist regime. 10. November 16 and 17, 1989.	

11. The transition to new socio-political conditions.						
<b>Recommended literature:</b>						
1988. Rok pred zmenou. Zost. Peter Bulun. Bratislava: Ústav pamäti národa, 2009. ISBN 978-80-89335-13-8.						
1989. Rok zmeny. Zost. Peter Jašek. Bratislava: Ústav pamäti národa, 2017. ISBN 978-80-89335-78-7.						
Od totality k slobode. Nežná revolúcia 1989. Zost. Peter Jašek. Bratislava: Ústav pamäti národa, 2019. ISBN 978-80-89335-89-3.						
Sviečková manifestácia I. Štúdie, spomienky a svedectvá. Zost. Peter Jašek. Bratislava: Ústav pamäti národa, 2015. ISBN 978-80-89335-75-6.						
<b>Languages necessary to complete the course:</b>						
Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 37						
A	ABS	B	C	D	E	FX
81,08	0,0	13,51	2,7	0,0	0,0	2,7
<b>Lecturers:</b> doc. Mgr. Martin Vašš, PhD.						
<b>Last change:</b> 29.06.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-697/22	<b>Course title:</b> HS: Crisis of the Roman Republic and the Emergence of the Empire
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Presentation on the selected topic and its subsequent elaboration in written form - seminar paper. Active participation in class, two absences are allowed. In the case of multiple absences (for serious reasons), the lecturer decides on substitute fulfilment of duties or on repeating the course. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students will learn about the political history of the Roman Empire, the situation at the end of the Roman Republic and the Roman Principate. Upon successful completion of this course, students are able to demonstrate an understanding of the complexities of the last two centuries of the Roman Republic, to find the causes of the crisis leading to the fall of the Republic and the emergence of a new political system. Students are able to work with ancient sources of various kinds, interpreting and evaluating them. They have knowledge of the basic rules of scholarly work (orientation in literature and sources on the period of ancient history, forms of citation, academic ethics). After completing the course, students have knowledge of scientific techniques for presenting their findings both orally and in writing.	
<b>Class syllabus:</b> Introduction to basic literature and basic heuristic aids - encyclopaedias, bibliographies, biographical dictionaries; Sources on the history of the Roman Republic and the Roman Principate I. - Literary sources; Sources on the history of the Roman Republic and the Roman Principate II - Epigraphic sources and numismatic sources; Overview of the political history of Rome - the royal period The Roman Republic, The crisis of the Roman Republic and efforts to resolve it, The end of the Republic, the rise of a new political system; The building of new political bodies and institutions in the early empire; Basic political institutions in the Roman Empire under the Principate: popular assemblies, senate, bureaus; Basic problems of political development in the Roman Empire: the succession system, dynasties, rulers.	

**Recommended literature:**

Additional literature will be presented at the beginning and during the semester. Studies, sources and source databases will be available on MS Teams.

VALACHOVIČ, Pavol. Dejiny antiky. Bratislava: Hlbiny, 2014. ISBN 978-80-89743-03-2.

BURIAN, Jan. Římské impérium. Vrchol a proměny antické civilizace. Praha: Svoboda-Libertas, 1994. ISBN 80-205-0391-9.

ADKINS, Lesley, ADKINS, Roy A. Antický Řím. Praha: Slovart CZ, 2012. ISBN 978-80-73915-79-7.

GRANT, Michael. Dějiny antického Říma. Praha: BB art, 1999. ISBN 80-7257-009-9.

PENROSE, Jane. Řím a jeho nepřátelé. Říše stvořená a zničená válkou, Praha 2007. ISBN 8086977102.

**Languages necessary to complete the course:**

Slovak

**Notes:****Past grade distribution**

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Daniela Rošková, PhD.

**Last change:** 10.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-686/10	<b>Course title:</b> HS: Diaries, Memoirs, Literary Texts between 1918 - 1945
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) preliminary - students are required to attend the lessons regularly, take active part in them and engage in the discussions of the different term syllabus topics. - They need to present a 15 min. long report on a selected class syllabus topic. b) final - Students need to submit a written term paper based on the topic of their report. It needs to be around 10 pages of their own words including footnotes and bibliography. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of unjustified absences: 3 Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> Students are able to independently and critically work with diaries, personal notes, memoirs and literary texts. Students find out that the semantic and formal depictions of reality in these texts do not circumvent specific historical, social and cultural conditions. Students understand the bi-dimensional aspect of memoirs, namely their documentary and their literary level.	
<b>Class syllabus:</b> 1. Characteristics of the compositional and semantic structure of diaries, memoirs and literary texts between 1918 and 1945. 2 Texts and their period context. The individual and the social intentions of their authors. 3. The informative value of diaries, memoirs and artistic texts. 4. Possible applications of methodological approaches. 5. Diaries of Slovak politicians. Anton Štefánek. Karol Sidor, and others. 3. Zlatá fantázia [Golden Fantasy], Tido Gašpar's memoir prose, Memories I, Memories II. 4. Búrlivá mladosť [Turbulent Youth], Ján Poničan's memoir prose. 5. Z ďalekých ciest [Faraway Journeys], V amerických zaisťovacích táboroch [In American Detention Camps], Alexander Mach and Constantine Culen's (resp.) memories. 6. Memoirs by economists Petr Zaťek and Imrich Karvaš. 7. Ivan Dérer's Slovenský vývoj a ľudácka zrada [Slovakia's Development and the Betrayal of the HSLS group].”	

8. Janko Jesenský's Demokrati [The Democrats] novel and his socially engaged poetry.
9. Milo Urban's Hmly na úsvite [Fog at Dawn], Zhasnuté svetlá [Lights Doused] and Železom po železe [Iron on Iron] novels.
10. Jozef Cíger-Hronský's memoir prose Cestou slovenskou Amerikou [A Journey through the Slovak America].
11. Martin Rázus's novel Svetý [Worlds].
12. Ján Smrek's memorial prose Poézia, moja láska I, II [Poetry, My Love I, II].
13. Jozef Sivák's memoir prose Z mojich pamätí [From My Memories].
14. Milo Urban's memoirs Kade-tade po Halinde [Up and Down Halinda] and Na brehu krvavej rieky [On the banks of a bloody river].
15. Jan Alexy's memoirs.
16. Presentations, discussions, recapitulation of acquired knowledge.

**Recommended literature:**

ALEXY, Janko. Ovocie dozrieva. Bratislava : Slovenské vydavateľstvo krásnej literatúry 1957. 188 s.

CSIBA, K.: Pamäť literatúry v medzivojnovnej literatúre 20. storočia. (T. J. Gašpar, J. R. Poničan). In: Slovenská literatúra, 56, 2009, no. 6, pp. 19-24.

Specific examples of studied literature will be mentioned during the semester.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 13

A	ABS	B	C	D	E	FX
84,62	0,0	7,69	7,69	0,0	0,0	0,0

**Lecturers:** doc. Mgr. Martin Vašš, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-691/16	<b>Course title:</b> HS: Europe and Middle East in the 19th Century
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Attendance and regular preparation at seminars – working with sources; teacher accepts no more than 2 absences and only with the provable documents. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students have knowledge of foreign policy relations of European powers (Russia, Great Britain, France etc.) with the countries of the Middle East (Persia, Ottoman Empire etc.) in the 19th century based on working with literature and sources. This knowledge is necessary for the basic intellectual equipment of every future historian.	
<b>Class syllabus:</b> Seminar topics will be focused mainly on observing: <ol style="list-style-type: none"> <li>1. diplomatic-political and trade relations between countries (for example British-Ottoman relations, Franco -Ottoman relations etc.),</li> <li>2. war conflicts (for example Russo-Persian Wars 1804-1828, Crimean War 1853-1856 etc.),</li> <li>3. analysis of peace treaties and international agreements (Treaty of Turkmenchay and Gulistan, Treaty of Andrianople, Treaty of Paris etc.).</li> </ol>	
<b>Recommended literature:</b> <ol style="list-style-type: none"> <li>1, AXWORTHY, Michael. Dějiny Íránu. Praha : Nakladatelství Lidové Noviny, 2009. ISBN 9788074223525.</li> <li>2, KREISER, Klaus a NEUMANN, Christop K. Dějiny Turecka. Praha : Nakladatelství Lidové noviny, 2010. ISBN 9788074220128.</li> <li>3, LEWIS, Bernard. Dějiny Blízkého východu. Trans. M. Pellarová, Z. Rousová. Praha : Nakladatelství Lidové noviny, 2007. ISBN 8071069264.</li> <li>4, ROUX, Jean-Paul Dějiny Střední Asie. Praha : Nakladatelství Lidové Noviny, 2007. ISBN 8071068679.</li> <li>5, TAUER, Felix. Svět islámu. Praha : Vyšehrad, 2006. ISBN 80-7021-828-2.</li> </ol>	

6, GOMBÁR, Eduard. Moderní dějiny islamských zemí. Praha : Karolínium, 1999. ISBN 80-7184-599-X.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 28

A	ABS	B	C	D	E	FX
92,86	0,0	0,0	3,57	0,0	0,0	3,57

**Lecturers:** PhDr. Lukáš Rybár, PhD.

**Last change:** 10.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-651/00	<b>Course title:</b> HS: Europe and the World in the First Half of the 20th Century 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students may have two absences at most. The students are evaluated on basis of completed sub-tasks (40%) and on the basis of the final written work (60%). Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 40/60	
<b>Learning outcomes:</b> The students have knowledge of selected issues of the political, social, economic and cultural trends of Europe and the world in the first half of the 20th Century. Within the seminar they are able to analyse the various factors of the world after the end of the First World War, social and economic problems, as well as some cultural innovations.	
<b>Class syllabus:</b> 1. Introducing lesson. Distribution of tasks. 2. Introduction to political trends of the first half of the 20th Century (international relations before the First World War, the First World War and its consequences for the changes in post-war Europe and East Asia.) 3. The 1920s in the European policy 4. Economic problems as a consequence of the First World War 5. Changes in the lifestyle of the inhabitants of European and American cities in the 1920s. 6. The Great Depression and its economic and social consequences 7. Political consequences of the Great Depression. Deterioration of the international situation between 1929 and 1933 8. Rise of the tension in international relations after the Adolf Hitler's Capture of Power 9. – 11. Interior policy trends in various countries – general characteristic; the Great Britain, France, the United States, Italy, Germany, Japan	
<b>Recommended literature:</b> FERGUSON, Niall. Válka světa: Dějiny věku nenávisti. Praha: Academia, 2008, 751 s. ISBN 978-80-200-1650-8. HOBBSAWM, Eric. Věk extrémů. Praha: Argo, 1998, 619 s. ISBN 80-7203-184-8. KISSINGER, Henry. Umění diplomacie. Praha: Prostor, 1999, 946 s. ISBN	

80-7260-025-7. MacMILLANOVÁ, Margaret. Mírotvorci: Pařížská konference 1919. Praha: Academia, 2004, 551s. ISBN 80-200-1151-X. VINEN, Richard. Evropa Evropa dvacátého století. Praha: Vyšehrad, 2007, 556 s. ISBN 978-80-7021-735-1.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 161

A	ABS	B	C	D	E	FX
95,03	0,0	0,0	1,86	0,62	0,62	1,86

**Lecturers:** doc. Mgr. Eva Škorvanková, PhD.

**Last change:** 10.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-652/00	<b>Course title:</b> HS: Europe and the World in the First Half of the 20th Century 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students may have two absences at most. The students are evaluated on basis of completed sub-tasks (40%) and on the basis of the final written work (60%). Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 40/60	
<b>Learning outcomes:</b> The students have knowledge of selected issues of the cultural, social and economic trends of Europe and the world in the first half of the 20th Century. Within the selected topics, they have knowledge of a dailiness of the urban and rural population in the first half of the 20th Century and they are able to analyse it in context of dynamic modernization and changes of the political situation.	
<b>Class syllabus:</b> 1. Introducing lesson. Distribution of tasks. Using of literary texts as a historical source? 2. Non-political characteristic of the first half of the 20th Century (Belle Époque, disaster of the war, from war to war) 3. Life in European (Paris, Berlin, Munich, Wien, Prague) and American (New York, Chicago, Los Angeles) cities and in literary texts of European and American writers. 4. Life in the countryside in literary texts of European and American writers. Conflicts between the Modernization and Traditionalism 5. Artistic and writing elite of the selected country. For example: Paris, Wien, Prague or Bratislava 6. Female Question in the first half of the 20th Century (emancipation, struggle for suffrage, marriage crisis – divorces, changes in sexual relationships, women´s education) 7. Social stratification of population, social issues and the ways of solving it in the first half of the 20th Century. 8. Economic trends and its issues. Crisis and its causes. Reparations. Crisis management programs. State encroachments to economic trends	
<b>Recommended literature:</b> BOCKOVÁ, Gisela. Ženy v evropských dějinách. Praha: Nakladatelství Lidové noviny, 2007, 381 s. ISBN 978-80-7106-494-7.	

HORSHAM, Michael. Styly 20. a 30. let. Praha: Svojtka a Vašut, 1997, 128 s. ISBN 80-7180-255-7.  
KYBALOVÁ, Ludmila. Dějiny odívání III. : Od biedermeieru do současnosti; 19. a 20. století. Bratislava: Ústředná knihovna a ŠIS VŠMU, 1992, 172 s. ISBN 80-85182-14-9.  
KYBALOVÁ, Ludmila. Od „zlatých dvacátých“ po Diora. Praha: Nakladatelství Lidové noviny, 2006, 253 s. ISBN 978-80-7106-149-6.  
VINEN, Richard. Evropa Evropa dvacátého století. Praha: Vyšehrad, 2007, 556 s. ISBN 978-80-7021-735-1.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 68

A	ABS	B	C	D	E	FX
89,71	0,0	0,0	4,41	0,0	1,47	4,41

**Lecturers:** doc. Mgr. Eva Škorvanková, PhD.

**Last change:** 10.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-689/11	<b>Course title:</b> HS: Europe at the Brink of World War 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students may have two absences at most. The students are evaluated on basis of completed sub-tasks (40%) and on the basis of the final written work (60%). Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 40/60	
<b>Learning outcomes:</b> The student has basic overview of the essential issues of international relations at the turn of the 19th and 20th Centuries. They are able to confront the various interpretations of causes of the outbreak of the First World War and they can discuss about it.	
<b>Class syllabus:</b> 1. Introducing lesson. Distribution of tasks. 2. International relations in the 1870s (situation after the Franco-Prussian War, Three Emperors' League, The Great Eastern Crisis, Russo-Turkish War, Treaty of San Stefano, Congress of Berlin). 3. International relations in the 1880s (situation after the Congress of Berlin, establishment of The Dual Alliance, Italy joins to the Dual Alliance, colonial expansion – mastery of Egypt and African 's Rush, French interests in South-Eastern Asia) 4. International relations in the 1890s (the German “new policy”, Franco-Russian Alliance 1893/1894, British policy of “splendid isolation”, the Balkan situation – Bosnian Crisis, Russian expansion in the East Asia, the Boer War (1899 – 1902)) 5. International relations at the beginning of the 20th Century (interference of The Great Powers in China, the end of British policy of “splendid isolation”, Berlin-Baghdad railway, Franco-British agreement – “Entente cordiale”, the Russo-Japanese War, Anglo-Russian agreement 1907, the Balkan situation – Bosnian Crisis, Moroccan Crisis) 6. The Balkan situation – Battle of Tripoli, The First and Second Balkan War, international relations after the Balkan Wars 7. Brink of war (assassination at Sarajevo and so-called July crisis, outbreak of the Austro-Serbian conflict, brink of the world war)	
<b>Recommended literature:</b>	

FERGUSON, Niall. Nešťastná válka. Praha: Dokořán, 2004, 487 s. ISBN 80-86569-56-X.  
 KŘIVSKÝ, Petr - SKŘIVAN, Aleš. Století odchází: Světla a stíny "belle époque". Praha: Aleš Skřivan ml., 2004, 341 s. ISBN 80-86493-12-1.  
 KŘIVSKÝ, Petr. Do nitra kontinentů. Praha: Mladá fronta, 1988, 256 s.  
 NÁLEVKA, Vladimír Světová politika ve 20. století (I.). Praha : Aleš Skřivan ml., 2000, 270 s. ISBN 80-902261-4-0.  
 RAPPORT, Michael Evropa devatenáctého století. Praha: Vyšehrad, 2011, 436 s. ISBN 978-80-7429-061-9.  
 VINEN, Richard. Evropa Evropa dvacátého století. Praha: Vyšehrad, 2007, 556 s. ISBN 978-80-7021-735-1.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 162

A	ABS	B	C	D	E	FX
97,53	0,0	0,0	1,85	0,0	0,0	0,62

**Lecturers:** doc. Mgr. Eva Škorvanková, PhD.

**Last change:** 10.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-605/00	<b>Course title:</b> HS: Everyday Life between the 15th and 17th Centuries
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students choose a particular painting of Peter Breugel older, which they analyze. According to the motive of chosen painting they will specify the topic of their paper which is connected to some activities of everyday life in that specific period of time. Beside paper presented during the semester, the student will write the paper about the chosen topic. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Taking part in the course will deepen the student's knowledge about fashion, food, beverage, medicine, family relations, transportation, criminality, hygiene and other aspects of every day life during the 15th, 16th and the 17th centuries. He is able to identify the means of expression, symbolism and allegories, which the artisans used picturing the every day life in Early Modern Times.	
<b>Class syllabus:</b> 1. Food and beverage, their preparation and table manners 2. Transportation, roads, maps and navigation 3. Diseases – surgery, and other healing methods 4. Male and female fashion and accessories 5. Hunt, falconry, fencing 6. Music and dance 7. Family – raising of children, role of wife 8. Theatre and literature 9. Thieves, murders, pirates -prison system and hangmen	
<b>Recommended literature:</b> GEREMEK, B. Slitování a šibenice. Dějiny chudoby a milosrdenství. Praha : Argo, 2003. ISBN 80-7203-228-3.	

MONTARI, R. Hlad a hojnost. Dejiny stravovanie v Európe. Bratislava: Kalligram, 2004. ISBN 80-7149-562-X.  
 DÜLMEN, R. Kultura a každodenní život v raném novoveku. I. Dům a jeho lidé. Praha : Argo, 1999. ISBN 80-7203-116-3.  
 DÜLMEN, Richard. Kultura a každodenní život v raném novoveku. II. Vesnice a město. Praha : Argo, 2006. ISBN 80-7203-812-5.  
 DÜLMEN, Richard. Kultura a každodenní život v raném novoveku. III. Náboženství, magie, osvícenství. Praha : Argo, 2006. ISBN 80-7203-813-3.  
<https://www.bruegel2018.at>; [insidebruegel.net](https://insidebruegel.net)

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 75

A	ABS	B	C	D	E	FX
57,33	0,0	29,33	9,33	1,33	0,0	2,67

**Lecturers:** Mgr. Daniela Hrnčiarová, PhD.

**Last change:** 10.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-603/00	<b>Course title:</b> HS: France under the Reign of the Valois Dynasty
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> presentation of paper and submission of written paper on selected topic, violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Student learns about France during the rule of king from Valois dynasty (1328 - 1588), while he knows about political history, development of industry, art, about religious issues (beginning of reformation in France) and creation of national state after the Hundred years war.	
<b>Class syllabus:</b> 1. Accession of Valois dynasty 2. Political and military consequences of change of dynasties on the throne of France 3. Hundred years war 4. Literature (e.g. Christine Pizan) and chronicles (e.g. Froissart) in France in the 14th and the 15th century 5. Consolidation of situation under the rule of Charles VII. - building of national monarchy 6. Ludovít XI. a problémy s Burgundskom 7. Taliansky sen francúzskych kráľov - francúzske výboje na severe Apeninského polostrova 8. Príchod renesancie do Francúzska - František I., Leonardo da Vinci, krúžok v Meaux 9. Nástup reformačných myšlienok vo Francúzsku - hugenoti 10. Ozbrojené konflikty v 2. polovici 16. storočia - náboženské vojny 11. Rozvoj umenia - škola vo Fontainbleau, Anna Bretónska, Francois Villon, prestavba Louvre	
<b>Recommended literature:</b> HARTMANN, Peter C. Francouzští králové a císaři v novověku od Ludvíka XII. k Napoleonovi III. (1498-1870). Praha: Argo, 2005. ISBN 80-7203-517-7. EHLERS, Joachim Ehlers, MÜLLER, Heribert Müller, SCHNEIDMÜLLER Bernd Francouzští králové v období středověku od Oda ke Karlu VIII. (888 - 1498). Praha: Argo, 2003. ISBN 80-7203-465-0.	

DUBY, Georges. Dějiny Francie od počátků po současnost. Praha: Univerzita Karlova, 2003.  
 ISBN  
 80-7184-514-0.  
 MOLINIER, Auguste. Les sources de l'histoire de France des origines aux guerres d'Italie (1494)  
 IV. Les Valois, 1328-1461. Paris: A. Picard et fils, 1904.  
 MOLINIER, Auguste. Les sources de l'histoire de France des origines aux guerres d'Italie (1494)  
 V. Introduction générale les Valois (suite), Louis XI et Charles VIII (1461-1494). Paris: A. Picard  
 et fils, 1904.  
 Les sources de l'histoire de France XVI siècle (1494-1610) IV. Paris: A. Picard et fils, 1915.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 52

A	ABS	B	C	D	E	FX
38,46	1,92	28,85	17,31	0,0	0,0	13,46

**Lecturers:** Mgr. Daniela Hrnčiarová, PhD.

**Last change:** 10.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-602/00	<b>Course title:</b> HS: French Queens
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> presentation of paper and submission of written paper about chosen queen of France Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Student has knowledge about personalities and position of queens of France from Merovingian dynasty with king Clovis I. till the end of "Ancient regime" with Louis XVI., particularly about their personal life and their influence of political and social life of France	
<b>Class syllabus:</b> 1. Position of queen of France 2. question of heritage of the crown of France in female line 3. historical sources about the place of queens in general 4. creation of list of queen consorts of French rulers 5. - 10. selection of particular queen, preparation and presentation of papers	
<b>Recommended literature:</b> LAYNESMITH, J. L. The last medieval queens. Oxford: Oxford University Press, 2005. ISBN 0-19-927956-X. HARTMANN, Peter C. Francouzští králové a císaři v novověku od Ludvíka XII. k Napoleonovi III. (1498-1870). Praha: Argo, 2005. ISBN 80-7203-517-7. EHLERS, Joachim Ehlers, MÜLLER, Heribert Müller, SCHNEIDMÜLLER Bernd Francouzští králové v období středověku od Oda ke Karlu VIII. (888 - 1498). Praha: Argo, 2003. ISBN 80-7203-465-0. FRIEDOVÁ, Leonie. Katarína Medicejská životopis. Praha : Academia, 2007. ISBN 978-80-200-1434-4. DUBY, Georges. Dějiny Francie od počátků po současnost. Praha: Univerzita Karlova, 2003. ISBN 80-7184-514-0.	

KNEBLOVÁ, Hana. Slavné ženy Francie. Praha: Brána, 2017. ISBN 978-80-7243-950-8.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 56

A	ABS	B	C	D	E	FX
42,86	0,0	32,14	10,71	7,14	3,57	3,57

**Lecturers:** Mgr. Daniela Hrnčiarová, PhD.

**Last change:** 10.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-692/16	<b>Course title:</b> HS: German - Slovak Relations 1939 - 1945
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation on respective lessons is required. A student presents a selected topic. This consists of 25% of a classification score. Afterwards the student submits a seminar paper, which represents 50% of evaluation score. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 25/75	
<b>Learning outcomes:</b> The students have knowledge about two most known interpretive theories of international relations – The Realism and The Liberalism. They are able to analyse the various views of relations between Nazi-Germany and Slovakia through German documents, which concern Slovakia. It's a diplomatic, economic, military or security relations topic.	
<b>Class syllabus:</b> 1. Theories of international relations 2. The foreign policy of the Nazi-Germany 3. Nazi Germany and its ambitions in Central Europe 4. Nazi Germany and the establishing of Slovak state 5. The German-Slovak diplomatic relations 6. The German-Slovak relations and World War 2. The cooperation in military domain 7. The German-Slovak relations in economic domain 8. The German-Slovak relations and the cooperation in security domain 9. The German-Slovak relations and Holocaust 10. The German-Slovak relations and The Slovak National Uprising (SNP)	
<b>Recommended literature:</b> DRULÁK, Petr. Teorie mezinárodních vztahů, Praha : Portál, 2003. ISBN 978-80-7367-721-3. HASENCLEVER, A. – MAYER, P. – RITTBERGER, V. Teorie mezinárodních režimů. Brno : Centrum strategických studií 2005. ISBN 80-903333-4-6.	

NIŽŇANSKÝ, Eduard a kol. Slovensko – nemecké vzťahy 1938 – 1941 v dokumentoch I. Od Mníchova k vojne proti ZSSR. Prešov : Universum 2009. ISBN 978-80-89046-61-4  
NIŽŇANSKÝ, Eduard a kol. Slovensko – nemecké vzťahy 1938 – 1941 v dokumentoch II. Od vojny proti ZSSR po zánik Slovenskej republiky v roku 1945. Prešov : Universum 2010. ISBN 978-80-89046-68-3.

**Languages necessary to complete the course:**

German documents are translated in Slovak. With knowledge of German, students can choose the documents from German edition ADAP (serie D,E), which deals with Nazi foreign policy across the whole chronological and thematic spectrum

**Notes:**

**Past grade distribution**

Total number of evaluated students: 23

A	ABS	B	C	D	E	FX
69,57	0,0	26,09	0,0	0,0	0,0	4,35

**Lecturers:** prof. Eduard Nižňanský, CSc.

**Last change:** 10.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-691/14	<b>Course title:</b> HS: Historical Research of History of Population in Slovakia
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> <p>To successfully complete the course, students are required to take active part in class during the lesson period of the term (in the form of questions and colloquial discussions) and to submit a seminar paper by the end of the credit week. During the first two teaching weeks, students choose a research area – a municipality in Slovakia, on the example of which they will study the general state of the population. The seminar paper must have at least 10 standard pages and, from the formal viewpoint, it needs to have the relevant footnotes, include an introduction, a core, the conclusions, the bibliography and optional illustrative pictures. In order to complete the course successfully and submit their seminar paper, students need to work systematically during the lesson period of the term.</p> <p>Maximum number of possible absences: 2. Students with more absences, resulting from objectively justifiable and documented reasons, can complete the course under the following conditions: for each absence beyond the set framework, students need to submit a paper of around 5 standard pages on a pre-assigned and consulted topic. The paper must include an introduction, the main part (without footnotes), conclusions and the bibliography.</p> <p>Grading scale:            A = 100% – 92%            B = 91% – 84%            C = 83% – 76%            D = 75% – 68%            E = 67% – 60%            Fx = 59% – 0%</p> <p>Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment.</p> <p>Scale of assessment (preliminary/final): Scale of assessment preliminary/final: 100/0</p>	
<b>Learning outcomes:</b> <p>Primarily, students have an overview of the different types of historical sources that can tell about the state of the population, its identity (denominational, national, professional, etc.) and selected characteristics in the context of the early modern period, i.e. before the emergence of modern official</p>	

statistics focusing on the territory of today's Slovakia. Students are able to work primarily with sources of a mass nature - with tax and military conscriptions, nationwide censuses, topographic lexicons, canonical visits, period publications on homeland studies, etc. Students are also familiar with various methodological concepts for researching the individual and society in general in the context of European historiography.

**Class syllabus:**

1. Aspects of population research and methodological limits of historical research.
2. Historical demography. Methodology.
3. Genealogy, archontology. Prosopography.
4. Historical anthropology.
5. Introduction to the social stratification of the population, ethnic and denominational composition of the population in the early modern Kingdom of Hungary.
6. Portal registries, house registries, nationwide registries, tax registries.
7. Canonical visitations.
8. Civil registers (causes of death, facts, health condition of the population).
9. Population censuses.
10. Official lexicons.
11. Contemporary characteristics of the individual in Matej Bel's work.
12. The Joseph II Census.

**Recommended literature:**

SARMÁNYOVÁ-KALESNÁ, Jana. Cirkevné matriky na Slovensku zo 16. a 19. storočia. Bratislava: Odbor archívnictva MV SR, 1991.

HORVÁTH, Pavel. Hospodársko-spoločenské a právne pomery poddaného obyvateľstva na Slovensku v 16. – 18. storočí. In: Historické štúdie, vol. 17, 1972, pp. 27-46.

KOHÚTOVÁ, Mária. Demografický a sídlištný obraz západného Slovenska. Bratislava: VEDA, 1990. ISBN 80-224-0170-6.

KOHÚTOVÁ, Mária. Obyvateľstvo na Slovensku v 18. storočí. In: Historické štúdie, vol. 39, 1998, pp. 115-123.

KOHÚTOVÁ, Mária. Vývoj obyvateľstva na Slovensku v 16. a 17. storočí. Trnava: Filozofická fakulta TT, 2010. ISBN 978-80-8082-349-8.

**Languages necessary to complete the course:**

Slovak  
German and Latin (basics/reading)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 17

A	ABS	B	C	D	E	FX
47,06	0,0	11,76	11,76	11,76	5,88	11,76

**Lecturers:** PhDr. Eva Benková, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-655/00	<b>Course title:</b> HS: Holocaust in Slovakia 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> A student presents a paper. The paper is preferred to be presented by Microsoft Power Point. The presentation represents 25 percents of classification score. Afterwards student submits a seminar paper which consist 75 percent of classification score. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 25/75	
<b>Learning outcomes:</b> A student understands the satellite position of the Slovak republic to Nazi Germany during the World War 2. They have an essential knowledge about Holocaust in Slovakia and they understand the issue of anti-Semitism and its gradual instrumentalisation and institutionalisation during the Slovak republic (1939 – 1945).	
<b>Class syllabus:</b> 1. Historiography about Holocaust 2. Anti-Semitism before war (economical, national, political and Christian anti-Semitism). From autochthonous anti-Semitism to radical (V. Tuka, A. Mach) and moderate (J. Tiso) political programme. A forming the Slovaks as a nation and the find the Enemy – heterophobia. The situation in autonomic period. 3. Chronology of anti-Semitic policy in Slovakia (1938 – 1945) 4. Legal dimension of „solution“ – interpretation of Definition of Jew in the government decrees 63/1939 and 198/1941. The process of exclusion the Jewish community from society 5. The Jewish Question – relations between majority and minority. The social background of the Holocaust. The changes in the social stratification of the majority as a consequence of elimination of Jewish competition. 6. The local aggressors and “The solution of Jewish Question in Slovakia”. The differences in the approaches by government elites to “Solution”. The Church and “The Solution” 7. The Aryanzation and the elimination – the social consequences of “The Solution” – the instances of several regions and places in Slovakia. 8. The deportations as an outcome of “The Solution”	

9. The reactions of Jewish community in Slovakia on “The Solution”. The Central Office for Jews, Nebengregierung – G. Fleischmann  
 10. The Holocaust and relation between majority and minority

**Recommended literature:**

KAMENEC, Ivan. Po stopách tragédie. Bratislava, 1991. ISBN 80-7115-015-0.  
 LIPSCHER, Ladislav. Židia v slovenskom štáte. Print-servis 1992. ISBN-80-9004-702-5.  
 NIŽŇANSKÝ, Eduard. Politika antisemitizmu a holokaust na Slovensku 1938 – 1945. Banská Bystrica, 2016. isbn-978-80-89514.  
 NIŽŇANSKÝ, Eduard. Holokaust na Slovensku 6. Deportácie v roku 1942. Bratislava : NMŠ, 2005. ISBN 80-969242-3-0.  
 NIŽŇANSKÝ, Eduard - KAMENEC, Ivan. Holokaust na Slovensku 2. Prezident, vláda, Snem SR a Štátna rada o židovskej otázke (1939 - 1945). Bratislava : NMŠ, ŽNOB, 2003. ISBN 80-968662-2-2.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 16

A	ABS	B	C	D	E	FX
75,0	0,0	12,5	0,0	0,0	6,25	6,25

**Lecturers:** prof. Eduard Nižňanský, CSc.

**Last change:** 10.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-680/00	<b>Course title:</b> HS: Jan Kollar under Scrutiny
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are required to attend the lessons regularly and take active part in them. They are also expected to present a report and deliver a term paper. a) Maximum number of justified absences: 3 b) At the seminar, students need to work actively following the teacher's instructions. c) Students are required to present a (15-20 min. long) report. For that purpose, they need to be able to speak in front of an audience, elaborate a (printed, electronic) presentation, and answer questions. However, they can present an extra written paper instead of the presentation. d) Term paper: Students will be assigned the exact date and topic of their preliminary assessment at the beginning of the term. The report topics are clearly defined areas from Ján Kollár's life and work, e.g. Ján Kollár as an evangelical priest, Ján Kollár and the idea of the Slavic nation, etc. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> At the end of the course and their self study cycle, students have a detailed and complex overview of Ján Kollár's (1793 - 1852) life and work, either from focusing on one aspect of his life or work (in order to produce a seminar paper and presentation), or from the presentations of other areas. They have a different perspective of the first half of the 19th century. They are also able to independently obtain information (archival sources, digital collections, literature) from memory institutions and process a specific topic concerning biographical approach. Students are familiar with the different biographic methods and categories (biography, life and work, key life events; the impact the environment, education and descent have on the nature, abilities and activities of the individual; the individual as part of the social reality; work, politics, worldview, philosophy.).	
<b>Class syllabus:</b> 1. Introduction. Getting familiar with the course requirements. Students are assigned the topics for their seminar papers and reports.	

2. Memory institutions (archives, institutes, museums, libraries), digital sources of information and data, possibilities for obtaining sources and secondary literature. Specific sources when working with biographical methods (archival sources, registries, literature)
3. Getting familiar with research techniques and methods, learning how to create a seminar work and paper. Biographical methods on the example of selected personalities.
4. Kollár's childhood and education.
5. Kollár in Pest. Kollár in Vienna.
6. Kollár as an Evangelical pastor.
7. Kollár as a poet. Emphasis on the content of works. Kollár and the oral literary tradition.
8. Kollár and the Literary Language of Slovaks.
9. Kollár as a historian and archaeologist.
10. Kollár as a teacher.
11. Kollár and politics. Emphasis on his perception of nation and state.
12. Kollár and his concept of nation. (Slavs, Slovaks, Czechs).
13. Ján Kollár - relations and opinions on the Bernolák and Štúr movements. Controversy.
14. Ján Kollár's travelogues.
15. Ján Kollár's reception. From contemporary, domestic, foreign ..., 19th century, Czechoslovakia, Slovak Republic 1939-1945, present.

**Recommended literature:**

ORMIS, Ján Vladimír. Bibliografia Jána Kollára. Bratislava: Vydavateľstvo Slovenskej akadémie vied 1954.

KOLLÁR, Ján. Pamäti z mladších rokov života. Bratislava: Tatran, 1972.

MRÁZ, Andrej. Ján Kollár. Bratislava: Slovenský spisovateľ, 1952.

PODOLAN, Peter. Odkaz Jána Kollára slovenskej historiografii. In: Štúdie k jubileu Jána Kollára. Historia nova 5. [online]. Bratislava: Stimul, 2012, pp. 43-51 [cit. 2021-10-20] Dostupné na: [https://fphil.uniba.sk/fileadmin/fif/katedry\\_pracoviska/ksd/h/Hino5d.pdf](https://fphil.uniba.sk/fileadmin/fif/katedry_pracoviska/ksd/h/Hino5d.pdf).

PODOLAN, Peter. Politické aspekty činnosti Jána Kollára. In: Historické štúdie k jubileu Romana Holeca. Historia nova I – 2010 – 1. [online]. Bratislava: Stimul, 2011, pp. 65-89 [cit. 2021-10-20] Available online: [https://fphil.uniba.sk/fileadmin/fif/katedry\\_pracoviska/ksd/h/HinoI-2010-1g.pdf](https://fphil.uniba.sk/fileadmin/fif/katedry_pracoviska/ksd/h/HinoI-2010-1g.pdf).

Further literature will be specified during the semester.

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 42

A	ABS	B	C	D	E	FX
35,71	0,0	28,57	16,67	7,14	9,52	2,38

**Lecturers:** doc. PhDr. Peter Podolan, PhD.

**Last change:** 28.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-700/22	<b>Course title:</b> HS: Man and the landscape in the early modern age
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> <p>To successfully complete the course, students are required to take active part in class during the lesson period of the term (in the form of questions and colloquial discussions) and to submit a seminar paper by the end of the credit week. During the first two teaching weeks, students choose a research area according to their own preferences, identifying the area/the whole/any subparts (according to the geomorphological division of the country) in Slovakia. On this example, they need to describe and identify the historical land structures. Based on the relevant source material, students need to characterize the interactions and connections in the environment (the natural environment, Man and the social environment), to reconstruct the state of the land in the early modern period and name the human activities that changed the face of the land. The seminar paper must have at least 10 standard pages and, from a formal viewpoint, it needs to have the relevant footnotes, include an introduction, a core, the conclusions, the bibliography, and optional illustrative pictures. In order to complete the course successfully and submit their seminar paper, students need to work systematically during the lesson period of the term.</p> <p>Maximum number of possible absences: 2. Students with more absences, resulting from objectively justifiable and documented reasons, can complete the course under the following conditions: for each absence beyond the set framework, students need to submit a paper of around 5 standard pages on a pre-assigned and consulted topic. The paper must include an introduction, the main part (without footnotes), conclusions and the bibliography.</p> <p>Grading scale:  A = 100% – 92%  B = 91% – 84%  C = 83% – 76%  D = 75% – 68%  E = 67% – 60%  Fx = 59% – 0%</p> <p>Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment.</p> <p>Scale of assessment (preliminary/final): Scale of assessment preliminary/final: 100/0</p>	

**Learning outcomes:**

Students have an overview of the scientific (sub)discipline of environmental history, its development, methodological and conceptual contribution to historical science and their place in modern Slovak historiography in general and when researching the early modern age. Students understand the transforming factors that have affected and changed the land in the long run, they are able to identify human activity relics in the country. Students are also skilled in working with historical vocabulary and with visual, mainly cartographic period documents.

**Class syllabus:**

1. Initial session, students get acquainted with the subject associated and discuss openly its content, goals, and their responsibilities.
2. Environmental history in historiography. The history of the discipline in a global and, mainly, Slovak historical context. Scientific apparatus.
3. Environmental history - historical geography - history of technology - land ecology and others, and interest in the early modern period.
4. Sources.
5. Nature vs. anthropogenic influences. Historical landscape structures as a memory of the landscape.
6. Terminology. Oeconyms, toponyms, hydronyms.
7. Settlement landscape. The countryside and the urban space.
8. Agrarian landscape.
9. Mountain landscape.
10. Forest landscape.
11. River landscape.
12. Road infrastructure in the country.
13. Other elements historians can identify in the historical landscape structure.

**Recommended literature:**

- HOLEC, Roman. Človek a príroda v "dlhom" 19. storočí. Bratislava: Historický ústav SAV, 2014. ISBN 978-80-971540-4-2.
- HOLLÝ, Karol – HRONČEK, Pavel. Krajina, príroda a životné prostredie v minulosti [online]. Bratislava: Historický ústav SAV, 2017 [cit. 2021-10-24]. ISSN 1337-6861. Dostupné na <https://www.forumhistoriae.sk/sk/tema/krajina-priroda-zivotne-prostredie-v-minulosti>
- HRONČEK, Pavel – CHRASTINA, Peter. Poznámky ku konceptualizácii v environmentálnych dejinách na Slovensku. In: Studia Historica Nitriensia [online]. 2018, vol. 22, no. 2, pp. 408-433 [cit. 2021-10-24]. ISSN 2585-8661. Dostupné na <http://www.shnitra.ff.ukf.sk/wp-content/uploads/Hron%C4%8Dek-Chrastina.pdf>
- MALINIAK, Pavol. Človek a krajina Zvolenskej kotliny v stredoveku. Banská Bystrica: Univerzita Mateja Bela, Fakulta humanitných vied, 2009. ISBN 978-80-8083-914-7.

**Languages necessary to complete the course:**

Slovak

**Notes:****Past grade distribution**

Total number of evaluated students: 7

A	ABS	B	C	D	E	FX
42,86	0,0	57,14	0,0	0,0	0,0	0,0

**Lecturers:** PhDr. Eva Benková, PhD.

<b>Last change:</b> 29.06.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-619/00	<b>Course title:</b> HS: Medieval Hungarian Aristocracy, its Position and Role in the Society
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 20% preliminary assessment - students are required to attend the seminars regularly, complete their partial tasks, engage in the discussions. 80% final assessment - students need to produce a seminar paper of at least 15 standard pages of text and footnotes (27,000 characters with spaces). In their seminar papers, students study the development of a specific aristocratic family in the Middle Ages, paying particular attention to the chronological development, property conditions, position in society, etc. These seminar papers can become the basis for their future diploma and other theses. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of unjustified absences: 2 Scale of assessment (preliminary/final): 20/80	
<b>Learning outcomes:</b> During the compulsory optional seminar, students use and expand their knowledge of the medieval nobility, its social status and the tasks its members performed. At the end of the seminar, they produce a written seminar paper. Students deepen their knowledge of the nobility as a privileged estate in the Middle Ages, get familiar with the genesis of the nobility, and learn the parameters of aristocratic prerogatives. On the example of a specific aristocratic family, they demonstrate the theoretical knowledge about the nobility they have gained. Students gain experience implementing detailed heuristics of available literature and sources on the topic of their seminar work.	
<b>Class syllabus:</b> 1. Initial session - Students get familiar with the assessment scheme and are assigned their seminar work topics. 2. Overview of sources and literature on the topic. 3. Researching aristocratic families in the Kingdom of Hungary in the middle ages - working with and interpreting sources.	

4. The nobles in the Kingdom of Hungary in the middle ages - beginnings and continuity of the concept. King Stephen I and Ladislav I's legal codes.
5. Genealogy of aristocratic families - according to the focus of the students' seminar papers.
6. The Hont-Pázmány family and later family branches.
7. Position and division of the nobility in the Kingdom of Hungary in the Middle Ages.
8. Andrew II's Golden Bull. 1222 and its renovations.
9. Ius Resistendi and its application in in the Kingdom of Hungary in the Middle Ages.
10. Researching property relations of aristocratic families.
11. Discussion, colloquium.
12. Conclusion - evaluation of students' performance, checking their progress in writing their seminar papers.

**Recommended literature:**

LUKAČKA, Ján. Formovanie vyššej šľachty na západnom Slovensku. Bratislava: Minor, 2002. ISBN 80-901407-8-5

MARSINA, Richard. Štruktúra šľachty na Slovensku do začiatku 16. stor. In: Struktura feudální společnosti na území Československa a Polska do přelomu 15. a 16. stol. Praha: Ústav československých a světových dějin ČSAV, 1984. pp. 134-154.

ŠTULRAJTEROVÁ, Katarína (ed.). Najstaršie rody na Slovensku. Martin: Matica Slovenská, 1994. ISBN 80-967103-0-3

ZSOLDOS, Attila. Magyarország világi archontológiája, 1000 – 1301. Budapest: Historia, 2011. ISBN 9789639627383 (provided by the teacher).

Further literature will be specified during the semester.

**Languages necessary to complete the course:**

Slovak  
Latin (reading)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 100

A	ABS	B	C	D	E	FX
43,0	0,0	24,0	17,0	5,0	2,0	9,0

**Lecturers:** PhDr. Jakub Palko, PhD.

**Last change:** 28.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-617/00	<b>Course title:</b> HS: Medieval Type of a State – Early Medieval or Patrimonial State
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are required to complete partial tasks (preparation for seminar exercises) throughout the lesson period of the term, to take active part in the discussions of the covered topics, to attend lessons regularly and to prepare and present a (15-20 min) paper on a topic related to the content of one specific seminar. Students are required to submit their papers in writing. The bibliography is mandatory, footnotes are not. The papers will focus mainly on the views Central European historiographies have on the early medieval state in Central Europe. 100% continuous evaluation. Classification scale: A - excellent - 100 - 92 % B - very well - 91 - 84 % C - well - 83 - 76 % D - satisfactory - 75 - 68 % E - sufficient - 67 - 60 % FX - insufficient - > 60 % Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of unjustified absences: 2 Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> At the end of the course, students are familiar with the latest trends in the research of early statehood in Central and Eastern Europe. Students get this overview mainly on the example of Great Moravia, the lands of the Czech crown, Poland, the Kingdom of Hungary, Kievan Rus' and Croatia. At the end of the course, students also have a basic overview of historiographical views on the economic, political, religious and cultural structure of the constituting medieval states in Central Europe according to the different national historical schools. Students are also able to identify the different types of state forms in the early Middle Ages and work with source texts (mostly of narrative nature) on this issue.	

**Class syllabus:**

1. Initial session - getting acquainted with the assessment conditions and the content of the course. Students are assigned their paper topic.
2. Basic sources and scholarly literature for the study of early medieval types of state forms (overview of the current knowledge).
3. Overview of Slovak views on the nature of the Central European statehood I (Peter Ratkoš).
4. Overview of Slovak views on the nature of the Central European statehood II (Matúš Kučera).
5. Overview of Czech views on the nature of the Central European statehood (D. Třeštík, B. Krzemieńska, J. Žemlička).
6. Overview of Polish views on the nature of the Central European statehood (K. Modzelewski, P. Urbańczyk).
7. Overview of Austrian views on the nature of the Central European statehood (H. Wolfram, W. Pohl).
8. Overview of Magyar views on the nature of the Central European statehood (G. Györffy, J. Szűcs).
9. Overview of Russian views on the nature of the Central European statehood (A. J. Gurievič).
10. The view of West-European historiography.
11. Colloquial seminar - discussion.
12. Final Session - End-of-term assessment.

**Recommended literature:**

SZŰCS, Jenő. The three historical regions of Europe. Budapest : Hungarian Academy of Sciences, 1983. pp.131-184.

TŘEŠTÍK, Dušan. Počátky Přemyslovců. Vstup Čechů do dejin (530-935). Praha : Nakladatelství Lidové noviny, 1997. ISBN 80-7106-138-7

URBAŇCZYK, Przemysław. Origins of Central Europe. Warsaw: Scientia, 1997. ISBN 9788385463566

WOLFRAM, Herwig. Salzburg, Bayern, Österreich: Die Conversio Bagoariorum et Carantanorum und die Quellen ihrer Zeit. In Mitteilungen des Instituts für Österreichische Geschichtsforschung 31. Wien – München: R. Oldenbourg, 1995. ISBN 978-3-486-64833-1

ŽEMLIČKA, Josef (ed.). Typologie raně středověkých slovanských států. Praha: Ústav českosloveských a světových dějin ČSAV, 1987.

- further literature will be specified during the semester

**Languages necessary to complete the course:****Notes:****Past grade distribution**

Total number of evaluated students: 22

A	ABS	B	C	D	E	FX
45,45	0,0	40,91	4,55	9,09	0,0	0,0

**Lecturers:** prof. Mgr. Martin Homza, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-608/00	<b>Course title:</b> HS: Papacy and the Countries of Central and Eastern Europe 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 1. To get through the class in the prescribed extent: the student must take part in at least 75% of the classes. 3 absences are accepted, two of them must be excused. 2. Continuous preparation for the classes 3. Writing an essay of required length and quality Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The students gain knowledge about the history of papacy and its politics towards the states of East-Central Europe (Great Moravia, Hungary, Poland, Bohemia) in the 9-11th century	
<b>Class syllabus:</b> Introduction to the history of medieval papacy, sources, and literature The papacy in the 9th and 10th century First contacts of the states of East-Central Europe with the papacy – the papacy and Great Moravia The papacy and the formation of new states in East-Central Europe at the beginning of the second millennium Reform papacy and its ambitions in Hungary, Poland, and Bohemia Exercises for the essay	
<b>Recommended literature:</b> Sources: local and foreign (CDS1, CDB, DHA1, MPH, MPL, MGH, ...) Literatúra: (iba základné syntetické spracovania; ďalšiu budú dostávať v priebehu jednotlivých seminárov) BARRACLOUGH, G.: The Medieval Papacy. New York: Harcourt, Brace, 1968.; HALLER, J.: Das Papsttum. Idee und Wirklichkeit. Stuttgart: J. G. Cotta'sche Buchhandlung Nachfolger, 1934.;	

ULLMANN, W.: Kurze Geschichte des Papsttums im Mittelalter. Berlin : De Gruyter, 1978. ISBN 978-3110065053; ZIMMERMAN, H.: Das Papsttum im Mittelalter. Stuttgart : Eugen Ulmer, 1981. ISBN 978-3800125012

**Languages necessary to complete the course:**

basic knowledge of Latin and at least one Western European language

**Notes:**

minimal required number of participants 7, maximal number 15 (it is a seminar)

**Past grade distribution**

Total number of evaluated students: 18

A	ABS	B	C	D	E	FX
83,33	0,0	5,56	5,56	0,0	0,0	5,56

**Lecturers:** doc. Mgr. Vincent Múcska, PhD.

**Last change:** 10.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-609/00	<b>Course title:</b> HS: Papacy and the Countries of Central and Eastern Europe 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 1. To get through the class in the prescribed extent: the student must take part in at least 75% of the classes. 3 absences are accepted, two of them must be excused. 2. Continuous preparation for the classes 3. Writing an essay of required length and quality Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The students gain knowledge about the politics of papacy towards the states of East-Central Europe (Great Moravia, Hungary, Poland, Bohemia) in the 12th century	
<b>Class syllabus:</b> The papacy on the road to theocracy and the reactions of profane powers (Frederick Barbarossa, Henry II. Plantagenet...) Papal schisms in the 12th century and the politics of states of East-Central Europe Papacy, Germany, and the Byzantine Empire in the 12th century – East-Central Europe between spheres of interest Exercises for the essa	
<b>Recommended literature:</b> Pramene: z domácich a zahraničných edícií (CDSI, CDB, DHA1, MPH, MPL, MGH, ...) Literatúra: (iba základné syntetické spracovania; ďalšiu budú dostávať v priebehu jednotlivých seminárov) BARRACLOUGH, G.: The Medieval Papacy. New York: Harcourt, Brace, 1968.; HALLER, J.: Das Papsttum. Idee und Wirklichkeit. Stuttgart: J. G. Cotta'sche Buchhandlung Nachfolger, 1934. ULLMANN, W.: Kurze Geschichte des Papsttums im Mittelalter. Berlin : De Gruyter, 1978. ISBN 978-3110065053.	

ZIMMERMAN, H.: Das Papsttum im Mittelalter. Stuttgart : Eugen Ulmer, 1981. ISBN↑ 978-3800125012.						
<b>Languages necessary to complete the course:</b> Slovak, basic knowledge of Latin and at least one Western European language						
<b>Notes:</b> minimal required number of participants 7, maximal number 15 (it is a seminar)						
<b>Past grade distribution</b> Total number of evaluated students: 10						
A	ABS	B	C	D	E	FX
50,0	0,0	30,0	10,0	10,0	0,0	0,0
<b>Lecturers:</b> doc. Mgr. Vincent Múcska, PhD.						
<b>Last change:</b> 10.06.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-694/15	<b>Course title:</b> HS: Pavol Jozef Šafárik under Scrutiny
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course Requirements: Students are required to attend the lessons regularly and take active part in them. They are also expected to present a report and deliver a term paper. a) Maximum number of justified absences: 3 b) At the seminar, students need to work actively following the teacher's instructions. c) Students are required to present a (15-20 min. long) report. For that purpose, they need to be able to speak in front of an audience, elaborate a (printed, electronic) presentation, and answer questions. However, they can present an extra written paper instead of the presentation. d) Term paper. Students are assigned the topics for their preliminary assessment at the beginning of the term. The topics of the reports are clearly defined areas from the life and work of Pavol Jozef Šafárik, e.g. Pavol Jozef Šafárik as a historian, Pavol Jozef Šafárik in Prague, etc. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> At the end of the course and their self study cycle, students have a detailed and complex overview of Pavel Jozef Šafárik's (1795 - 1861) life and work, both from focusing on one aspect of his life or work (producing a seminar paper and presentation), as well as from the presentations of other areas. They have a different perspective of the first half of the 19th century. They are capable of finding information on their own (archive sources, digital collections, literature) from memory institutions, and process specific areas concerning biographic approach. Students are familiar with the different biographic methods and categories (biography, life and work, key life events; the impact the environment, education and descent have on the nature, abilities and activities of the individual; the individual as part of the social reality; work, politics, worldview, philosophy.).	
<b>Class syllabus:</b> 1. Introduction. Getting familiar with the course requirements. Students are assigned the topics for their seminar papers and reports.	

2. Memory institutions (archives, institutes, museums, libraries), digital sources of information and data, possibilities for obtaining sources and secondary literature. Specific sources when working with biographical methods (archival sources, registries, literature)
3. Getting familiar with research techniques and methods, learning how to create a seminar work and paper. Biographical methods on the example of selected personalities.
4. Šafárik's childhood and education. Šafárik in Nový Sad. Šafárik in Prague
5. Šafárik as a poet and collector of oral traditions. Šafárik as a literary historian.
6. Šafárik as a historian. Šafárik as an archaeologist.
7. Šafárik and politics. (His perception of state and nation).
8. Šafárik and Slovak as a literary language. Šafárik and the question of Old Slavonic and Slavic alphabets.
9. Šafárik and the 1848 Slavic Congress.
10. The reception of Šafárik (the following generation, the 2nd half of the 19th century, the 20th and 21st centuries).
11. Image of the culture, literature and history of the Slavs / the different Slavic nations.
12. Šafárik's contacts and opinions on previous / next generations, interfaith cooperation.

**Recommended literature:**

KOVAČKA, Miloš et al. Personálna bibliografia Pavla Jozefa Šafárika. I. a II. diel. Martin: Slovenská národná knižnica, 2004 ISBN:80-89023-35-5.

GOLÁŇ, Karol. Mladé roky Pavla Jozefa Šafárika. Bratislava: Slovenské pedagogické nakladateľstvo 1961.

NOVOTNÝ, Jan. Pavel Jozef Šafařík. Praha: Melantrich, 1971.

ŠAFAŘÍK, Pavel Jozef. Slovanské starožitnosti. (ed. Jireček, J.) II vols. Praha: Bedřich Tempský 1862 a 1863.

Pavol Jozef Šafárik a slovenské národné obrozenie. (ed. Sedlák, I.) Martin: Matica slovenská, 1989.

Further literature will be specified during the semester.

**Languages necessary to complete the course:**

Slovak

Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** doc. PhDr. Peter Podolan, PhD.

**Last change:** 28.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-606/00	<b>Course title:</b> HS: Personages of Ancient Greece 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active work in the classroom. Preparation of the selected topic for presentation and its processing in written form - seminar work. Two absences are allowed. In the case of multiple absences (for serious reasons), the lecturer decides on substitute fulfilment of duties or on repeating the course. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students have knowledge of important personalities of Greek history in the fields of politics, philosophy, literature. They are familiar with the most important works of Greek historiography, rhetoric, philosophy, and their representatives. They are familiar with the social circumstances of the emergence of Athenian democracy and its significance. On successful completion of the course, students are able to interpret the significance of Greek culture and education and its later reception.	
<b>Class syllabus:</b> Introduction to the subject, the aim of the course; Basic literature and sources and editions of sources; Greek biographical literature (Plutarchos, Cornelius Nepos), its characteristics, aims and methods I.; Greek biographical literature (Plutarchos, Cornelius Nepos), its characteristics, aims and methods II.; Mythological figures of Greek history I.; Mythological figures of Greek history II.; The archaic period of Greek history - the Aisymnets; Archaic period of Greek history and tyrants; Important personalities of Athenian history I.; Important personalities of Athenian history II.	
<b>Recommended literature:</b> CANFORA, Luciano. Dějiny řecké literatury. Praha: KLP, Koniasch Latin Press, 2001. ISBN 80-85917-69-6. ADKINS, Lesley, ADKINS, Roy A. Starověké Řecko. Encyklopedická příručka. Praha: Slovart CZ, 2011. ISBN 978-80-73915-80-3. OLIVA, Pavel: Řecko mezi Makedonií a Římem. Praha: Academia, 2003. ISBN 8020004351 DOBIÁŠ, Josef. Dějepisectví starověké. Praha: Historický klub, 1948.	

FREL, Jiří. Od tyranů k Sókratovi. Praha: Mladá fronta, 1969.  
PLUTARCHOS. Životopisy slávnych Grékov a Rimanov I. a II. Prel. P. Kuklica a D. Škoviera.  
Bratislava: Kalligram, 2008. ISBN 978-808-101-09-10.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 22

A	ABS	B	C	D	E	FX
27,27	0,0	18,18	40,91	13,64	0,0	0,0

**Lecturers:** Mgr. Daniela Rošková, PhD.

**Last change:** 10.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-607/00	<b>Course title:</b> HS: Personages of Ancient Greece 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Presentation on the selected topic and its subsequent elaboration in written form. Active participation in class, two absences allowed. In case of multiple absences (for serious reasons), the lecturer decides on substitute fulfilment of duties or repeating the course. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students will learn about the social and cultural history of Greece and its most important personalities. In practical tasks, students have the skills and abilities to work with ancient sources of various kinds, interpreting and evaluating them. Upon successful completion of this course, students are able to demonstrate familiarity with the basic features of ancient Greek history, culture, and art. They are able to demonstrate a historical understanding of the cultural and social significance of Athenian democracy, as well as a historical understanding of key episodes of Greek cultural and political history, figures in Greek politics, philosophy, and literature. They are able to demonstrate knowledge of scholarly techniques in presenting their own findings in both oral and written form. They understand the basic rules of scientific work (orientation in literature and sources on the period of ancient history, forms of citation, scientific ethics).	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- Greek philosophers and thinkers I.</li> <li>- Greek Philosophers and Thinkers II.</li> <li>- Greek orators and politicians I.</li> <li>- Greek orators and politicians II.</li> <li>- Greek tragedians, poets</li> <li>- Greek historians and writers</li> <li>- Greek artists; Hellenistic rulers; Notable women of Greek history</li> <li>- Conclusion of the course and its evaluation.</li> </ul>	
<b>Recommended literature:</b>	

CANFORA, Luciano. Dějiny řecké literatury. Praha: KLP, Koniasch Latin Press, 2001. ISBN 80-85917-69-6.  
 ADKINS, Lesley, ADKINS, Roy A. Starověké Řecko. Encyklopedická příručka. Praha: Slovart CZ, 2011. ISBN 978-80-73915-80-3.  
 OLIVA, Pavel: Řecko mezi Makedonií a Římem. Praha: Academia, 2003. ISBN 8020004351  
 DOBIÁŠ, Josef. Dějepisectví starověké. Praha: Historický klub, 1948.  
 FREL, Jiří. Od tyranů k Sókratovi. Praha: Mladá fronta, 1969.  
 PLUTARCHOS. Životopisy slávných Grékův a Římanův I. a II. Prel. P. Kuklica a D. Škoviera. Bratislava: Kalligram, 2008. ISBN 978-808-101-09-10.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 5

A	ABS	B	C	D	E	FX
60,0	0,0	0,0	40,0	0,0	0,0	0,0

**Lecturers:** Mgr. Daniela Rošková, PhD.

**Last change:** 10.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-633/22	<b>Course title:</b> HS: Roman Society in Principate
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Presentation on the selected topic and its subsequent elaboration in written form. Active participation in class, two absences allowed. In case of multiple absences (for serious reasons), the lecturer decides on substitute fulfilment of duties or repeating the course. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students have knowledge of the social history of the Roman Empire during the Principate period. Upon successful completion of this course, students are able to demonstrate a basic understanding of the social history of Rome and its everyday life, as well as an in-depth analysis of selected sources on the topic. They are able to work with ancient sources of various kinds, to interpret and evaluate them, and to apply the basic rules of scholarly work (orientation in the literature and sources on the period of ancient history, forms of citation, academic ethics). Upon completion of the course, students are able to demonstrate knowledge of scientific techniques for presenting their findings in both oral and written form.	
<b>Class syllabus:</b> An introduction to the social history of ancient Rome. Basic literature on the subject and basic heuristic aids - encyclopaedias, bibliographies, biographical dictionaries. Sources on the history of the Roman principate I. Literary sources. Sources on the history of the Roman Principate II Epigraphic sources. Sources on the history of the Roman Principate III Numismatic sources. Overview of the political history of the Roman principate and its impact on the social sphere. Roman society - social stratification of the population of the Roman Empire. The Roman family. The position of women in Roman society.	

<p>The child - the upbringing of children and their position in the family, names, the school system. Housing, architecture, urbanism. Food habits. Employment and work - basic institutions, senate, offices, cursus honorum. Leisure time - entertainment, culture, sports End of the course, evaluation.</p>						
<p><b>Recommended literature:</b> Additional literature will be presented at the beginning and during the semester. Studies, sources and source databases will be available on MS Teams. ANDOKOVÁ, Marcela et al. Bežný život starých Rimanov, Bratislava: Iris, 2020. ISBN 9788082000644. ADKINS, Lesley, ADKINS, Roy A. Antický Řím. Praha: Slovart CZ, 2012. ISBN 978-80-73915-79-7. GIARDINA, Andrea. Římsky člověk a jeho svět. Praha: Vyšehrad 2014. ISBN 9788074290725 HEČKOVÁ, Janka a kol. K reáliám starovekého Ríma. Nitra: Univerzita Konštantína Filozofa, 2013. ISBN 978-80-558-0525-2 VAŇKOVÁ, Jarmila. Rímske reálie pre právnikov, Bratislava: Iura edition, 2010. ISBN 9788080783020.</p>						
<p><b>Languages necessary to complete the course:</b> Slovak</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b> Total number of evaluated students: 0</p>						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<p><b>Lecturers:</b> Mgr. Daniela Rošková, PhD.</p>						
<p><b>Last change:</b> 10.06.2022</p>						
<p><b>Approved by:</b></p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-615/12	<b>Course title:</b> HS: Safavid Empire and Europe between the 16th and 18th Centuries
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Teacher accepts no more than 2 absences and only with the provable documents Final seminar paper, attendance on seminars Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Student knows the historical development of the Persian Empire during the reign of the Safavid dynasty (1501-1736). He has the ability to work adequately with the historical travel documents as well as basic knowledge of the history of diplomatic and trade relations between Safavid Empire and Europe in the period of modern history.	
<b>Class syllabus:</b> 1. The Safavid Empire during the reign of Ismail I and Tahmasp I (1524-1578) and their economic and political orientation towards Europe 2. Importance of the Safavid Empire in the context of world economic policy in the 16th century 3. Safavid-Ottoman wars and European policy in the 16th century 4. English merchants and travellers in the Safavid Empire in the 16th century (Anthony Jenkinson, Arthur Edwards, Richard Chenie, Christopher Berrow etc.) 5. Safavid Empire and Russia in the 16th century 6. Venice and Safavid Empire in the 16th century 7. Abbas I (1587-1629) and the Sherleys 8. Christian missions in the Safavid Empire in the 16th and 17th centuries 9. Safavid-Habsbourg contacts in the 16th and 17th centuries – missions of Habsbourg envoys to Persia (Štefan Kakaš, George Tektander etc.) 10. Russian travellers in the Safavid Empire in the 17th century (M.N. Tichonov, G. Šachmatov, A.F. Kotov) 11. Selected Western European travellers in the Safavid Empire in the 17th century (Adam Olearius, Jan Struys, Jean Charden etc.)	

12. European travellers and the Safavids at the beginning of the 18th century

**Recommended literature:**

- 1, AXWORTHY, Michael. Dějiny Íránu. Praha : Nakladatelství Lidové Noviny, 2009. ISBN 9788074223525.
- 2, KREISER, Klaus a NEUMANN, Christop K. Dějiny Turecka. Praha : Nakladatelství Lidové noviny, 2010. ISBN 9788074220128.
- 3, LEWIS, Bernard. Dějiny Blízkého východu. Trans. M. Pellarová, Z. Rousová. Praha : Nakladatelství Lidové noviny, 2007. ISBN 8071069264.
- 4, ROUX, Jean-Paul Dějiny Střední Asie. Praha : Nakladatelství Lidové Noviny, 2007. ISBN 8071068679.
- 5, TAUER, Felix. Svět islámu. Praha : Vyšehrad, 2006. ISBN 80-7021-828-2.
- 6, VESELÝ, Rudolf. Přehled politických a kulturních dějin islámských zemí od vzniku islámu do konce 18. století. 1. díl. Praha : Univerzita Karlova, 1991, s. 1-152. ISBN 80-7066-421-5.
- 7, VESELÝ, Rudolf. Přehled politických a kulturních dějin islámských zemí od vzniku islámu do konce 18. století. 2. díl. Praha : Univerzita Karlova, 1991, s. 153-317. ISBN 80-7066-422-3

**Languages necessary to complete the course:**

Knowledge of one of foreign language (English, Russian, German etc.)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 53

A	ABS	B	C	D	E	FX
64,15	0,0	22,64	7,55	3,77	1,89	0,0

**Lecturers:** PhDr. Lukáš Rybár, PhD.

**Last change:** 10.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-695/19	<b>Course title:</b> HS: Selected Topics from the Ancient History
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Presentation and a written paper on a chosen topic. Activity during the semester (assignments, papers, discussion). Two absences are permitted. In the case of more absences the teacher decides about the additional assignments or the repetition of the course. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The students gain knowledge about the social and cultural history of ancient Greece and Rome and their most important personalities. They can work with different types of ancient sources, interpret, and evaluate them. After finishing the course, the students get to know the basic characteristics of ancient history, its culture and art. They get to know the cultural and social importance of Athens democracy and the key events of Roman cultural and political history. They can present their findings in oral and written form with the application of the basic rules of academical research (orientation in literature and sources to the ancient history, forms of citations, academic ethics).	
<b>Class syllabus:</b> Introduction, aims of the course, work plan, assignments. Basic literature and sources, editions of sources. Greek literature, its characteristics, aims and methods. Roman literature, its characteristics, aims and methods. Mythological creatures of Greek history. Mythological creatures of Roman history. Important personalities of Greek history (philosophers, doctors, orators, military leaders, poets). Important personalities of Roman history (philosophers, military leaders, artists, emperors). Personalities, who had impact on the formation of ancient civilisations (comparison). Basic problems of political, social, and cultural development of Greece. Basic problems of political, social, and cultural development of the Roman Empire. Social policy and the problems of everyday life in ancient times. Comparison of the Greek and Roman civilisations (continuity and discontinuity).	

**Recommended literature:**

VALACHOVIČ, Pavol. Dejiny antiky. Bratislava: Hlbiny, 2014. ISBN 978-80-89743-03-2.  
BURIAN, Jan. Římské impérium. Vrchol a proměny antické civilizace. Praha: Svoboda-Libertas, 1994. ISBN 80-205-0391-9.  
ADKINS, Lesley, ADKINS, Roy A. Starověké Řecko. Encyklopedická příručka. Praha: Slovart CZ, 2011. ISBN 978-80-73915-80-3.  
ADKINS, Lesley, ADKINS, Roy A. Antický Řím. Praha: Slovart CZ, 2012. ISBN 978-80-73915-79-7.  
OLIVA, Pavel. Řecko mezi Makedonií a Římem, Praha: Academia, 1995. ISBN 80-200-0435-1.  
GRANT, Michael. Zrození Řecka. Praha: BB art, 2002. ISBN 80-7341-917-3.

**Languages necessary to complete the course:**

Slovak

**Notes:****Past grade distribution**

Total number of evaluated students: 14

A	ABS	B	C	D	E	FX
71,43	0,0	0,0	0,0	0,0	7,14	21,43

**Lecturers:** Mgr. Daniela Rošková, PhD.

**Last change:** 10.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-688/11	<b>Course title:</b> HS: Slovak Bohemians
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) preliminary - students are required to attend the lessons regularly, take active part in them and engage in the discussions of the different term syllabus topics. - They need to present a 15 min. long report on a selected class syllabus topic. b) final - Students need to submit a written term paper based on the topic of their report. It needs to be around 10 pages of their own words including footnotes and bibliography. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of unjustified absences: 3 Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> At the end of the course, students are familiar with the Bohemian character and lifestyle in Slovakia in the 1920s, 1930s and early 1940s. They can recognize and independently interpret narrative sources on Bohemianism in Slovakia. They have developed the ability to discuss and exchange information on the topic.	
<b>Class syllabus:</b> 1. Introduction to Bohemianism. The origin of Bohemianism in Paris. Henri Murger. Bohemianism and its development in Europe in the 19th and early 20th century. 2. The emergence of Bohemianism in Bratislava after the establishment of the First Czechoslovakia. Bohemianism in Slovakia vs Bohemianism in Europe. Similarities, differences and limits. Specificities in Slovakia. 3. Tido Gašpar - key figure and leader of Bohemianism in interwar Slovakia. 4. Ján Hrušovský - co-founder of Bohemianism in Slovakia and his rare memories. 5. The “golden age” of Bohemianism in Slovakia in the 1920s. The “Golden fantasy.” 6. Disintegration of the first generation of Bohemians in Slovakia and arrival of the second generation at the turn of the 1930s and 1940s. 7. Characteristics of Bohemian representatives in Slovakia from among writers. Emo Bohúň, Alexander Matuška and others.	

- 8 Characteristics of Bohemian representatives in Slovakia from among artists. Janko Alexy. Frico Motoška, Štefan Bednár and others.
9. Rudolf Dilong, an unusual Bohemian priest.
10. Laco Novomeský and Ján Poničan - leftist intellectual and poet bohemians.
11. The surrealists and their signs of Bohemianism - Michal Považan, Rudolf Fabry, Štefan Žáry and others.
12. Stays and experiences of Slovak Bohemians in Paris and other parts of Europe.
13. Bratislava cafes and taverns as bastions of Slovak Bohemianism.
14. Presentations, discussions, recapitulation of acquired knowledge.

**Recommended literature:**

ALEXY, Janko. Život nie je majáles. Bratislava : Slovenský spisovateľ, 1956.  
 HRUŠOVSKÝ, Ján. Umelci a bohémi. Bratislava : Slovenský spisovateľ, 1963.  
 PONIČAN, Ján. Búrlivá mladosť. Spomienky. 1. 1920 - 1938. Bratislava : Slovenský spisovateľ, 1975.  
 VAŠŠ, Martin. Bratislavská umelecká bohéma v rokoch 1920 - 1945. Bratislava : Vydavateľstvo UK, 2016. ISBN 978-80-223-4173-8  
 VAŠŠ, Martin. Medzi snom a skutočnosťou : umelecká bohéma v Bratislave 1938 - 1945. Bratislava : Marenčin PT, 2018. ISBN 978-80-8114-943-6  
 Further literature will be specified during the seminar.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 136

A	ABS	B	C	D	E	FX
63,97	0,0	18,38	5,15	0,74	3,68	8,09

**Lecturers:** doc. Mgr. Martin Vašš, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-681/00	<b>Course title:</b> HS: Slovak Historians in the 19th Century
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are required to attend the lessons regularly and take active part in them. They are also expected to present a report and deliver a term paper. a) Maximum number of justified absences: 3 b) At the seminar, students need to work actively following the teacher's instructions. c) Students are required to present a (15-20 min. long) report. For that purpose, they need to be able to speak in front of an audience, elaborate a (printed, electronic) presentation, and answer questions. However, they can present an extra written paper instead of the presentation. d) Term paper: Students are assigned the topics for their preliminary assessment at the beginning of the term. The term paper and report topics are in the form "Life and Work" of a specific historian, e.g. Juraj Fándly, Ján Kollár, Pavol Jozef Šafárik, Ľudovít Štúr, Franko Víťazoslav Sasinek, Július Botto, Andrej Kmeť, Jozef Hložanský etc. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> At the end of the course and after their self study, students have additional information on the major figures of 19th century Slovak historiography both from having studied a historian and their work (in order to produce a seminar paper and presentation), as well as from the other presentations about other historians. They are familiar with the methods for analyzing historiographic works. Students are able to see the connection of the individual, period and other influences on the personality of a historian and their work (biography, the impact the environment and education on the nature, abilities and activities of the individual; the historian as part of society. Work, ideology, politics, philosophy.). They are familiar with the major primary and secondary sources. In a specific segment, they are able to apply the appropriate methods in the creation of a scholarly text in the practice.	
<b>Class syllabus:</b> 1. Introduction. Getting familiar with the course requirements. Students are assigned the topics for their seminar papers and reports.	

2. Memory institutions (archives, institutes, museums, libraries), digital sources of information and data, possibilities for obtaining sources and secondary literature. Specific sources when working with biographical methods (archival sources, registries, literature)
3. Getting familiar with research techniques and methods of historiographic analysis when researching and producing a term paper and report.
4. History and historicism in Bohuslav Tablic's work.
5. History and historicism in Ján Kollár's work.
6. History and historicism in Ján Hollý's work.
7. History and historicism in Pavol Jozef Šafárik's work.
8. History and historicism in František Palacký's work.
10. History and historicism in Ľudovít Štúr's work.
11. History and historicism in Peter Kellner Hostinský's work
12. History and historicism in Franko Vít'azoslav Sasinek's work.
13. History and historicism in Jozef Hložanský's work.
14. History and historicism in Jonáš Záborský's work.
15. History and historicism in Pavol Križko's work
16. History and historicism in Andrej Kmeť's work
17. History and historicism in Július Botto's work

**Recommended literature:**

RIZNER, Ľudovít Vladimír. Bibliografia písomníctva slovenského na spôsob slovníka od najstarších čias do konca r. 1900. I-VI. Turčiansky Sv. Martin: Matica slovenská, 1929-1934.

MAGDOLENOVÁ, Anna. Peter Kellner-Hostinský ako historik. Historický časopis. 1981, vol. 29, no. 1, pp. 103-115.

OTČENÁŠ, Michal. Historik Július Botto (1848-1926). (K 75. výročiu úmrtia.) Historický zborník. 2001, vol. 11, no. 2, pp. 175-176.

PODOLAN, Peter. Odkaz Jána Kollára slovenskej historiografii. In: Štúdie k jubileu Jána Kollára. Historia nova 5. [online] Bratislava: Stimul, 2012, pp. 43-51 [cit. 2021-10-20] Dostupné na: [https://fphil.uniba.sk/fileadmin/fif/katedry\\_pracoviska/ksd/h/Hino5d.pdf](https://fphil.uniba.sk/fileadmin/fif/katedry_pracoviska/ksd/h/Hino5d.pdf).

TIBENSKÝ, Ján. Chvály a obrany slovenského národa. Bratislava: Slovenské vydavateľstvo krásnej literatúry, 1964.

Further literature will be specified during the semester.

**Languages necessary to complete the course:**

Slovak

Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 66

A	ABS	B	C	D	E	FX
37,88	0,0	18,18	9,09	15,15	4,55	15,15

**Lecturers:** doc. PhDr. Peter Podolan, PhD.

**Last change:** 28.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-693/15	<b>Course title:</b> HS: Slovak Historians in the 20th Century
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are required to attend the lessons regularly and take active part in them. They are also expected to present a report and deliver a term paper. a) Maximum number of justified absences: 3 b) At the seminar, students need to work actively following the teacher's instructions. c) Students are required to present a (15-20 min. long) report. For that purpose, they need to be able to speak in front of an audience, elaborate a (printed, electronic) presentation, and answer questions. However, they can present an extra written paper instead of the presentation. d) Term paper: Students will be assigned the topics for their preliminary assessment at the beginning of the term. The term paper and report topics are in the form "Life and Work" of a specific historian, e.g. Jozef Škultéty, Daniel Rapant, František Hrušovský, Branislav Varsik, Karol Golán etc. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> At the end of the course and after their self study, students have additional information on the major figures of the Slovak National Revival both from focusing on one of them (in order to produce a seminar paper and presentation), as well as from the other presentations of other figures. They are capable of finding information on their own (archive sources, digital collections, literature) from memory institutions and process the biography of the selected figure. Students are familiar with the different biographic methods and categories (biography, life and work, key life events; the impact the environment, education and descent have on the nature, abilities and activities of the individual; the individual as part of the social reality; work, politics, worldview, philosophy.).	
<b>Class syllabus:</b> 1. Introduction. Getting familiar with the course requirements. Students are assigned the topics for their seminar papers and reports. 2. Memory institutions (archives, institutes, museums, libraries), digital sources of information and data, possibilities for obtaining sources and secondary literature. Specific sources when working with biographical methods (archival sources, registries, literature)	

3. Getting familiar with research techniques and methods of historiographic analysis when researching and producing a term paper and report.
4. Czechoslovakia / interwar period (Jozef Škultéty, Milan Hodža, Štefan Janšák, Albert Pražák, Ján Eisner, Vojtech Ondrouch, Václav Mencl, Václav Chaloupecký, Kamil Krofta, Vladimír Klecanda, Daniel Rapant, Alexander Húščava, Ján Kvačala and others).
5. Slovakia/ (František Hrušovský and others).
6. Czechoslovakia/ post-war period / socialist era (Branislav Varsik, Karol Goláň, Anton Augustín Baník, František Bokes, Jozef Butvin, Ján Hučko, Ľubomír Lipták, Samuel Falťan, Miloš Gosiorovský, Ľudovít Haraksim, Ľudovít Holotík, Jozef Jablonický, Miroslav Kropilák, Michal Otčenáš, Viliam Plevza, Milan Podrimavský, Belo Polla, Peter Ratkoš, Anton Špiesz, Ján Tibenský, Mária Vyvíjalová, and others).
7. Living 20th century historians and their work.

**Recommended literature:**

DUCHÁČEK, Milan. Václav Chaloupecký. Hledání československých dějin. Praha: Karolinum, 2014 ISBN 978-80-246-2482-2.

Historik Daniel Rapant. Život a dielo (1897-1988-1997). (ed. Marsina, Richard) Martin: Matica slovenská, 1998.

HUDEK, Adam. Najpolitickéjšia veda. Slovenská historiografia v rokoch 1948-1968. Bratislava: Historický ústav SAV vo vydavateľstve Typoset, 2010. ISBN 978-80-970302-3-0.

95 rokov Filozofickej fakulty UK. Pohľad do dejín inštitúcie a jej akademickej obce. (ed. SLOBODNÍK, Martin – GLOSSOVÁ, Marta) Bratislava: Vydavateľstvo UK, 2017. ISBN 9788022343909.

KUDRNA, Jaroslav: Historiografie, marxizmus a historické povedomie. Československý časopis historický. 1977, vol. 25, no. 2, pp. 192-214.

Further literature will be specified during the semester.

**Languages necessary to complete the course:**

Slovak

Czech (Reading)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 16

A	ABS	B	C	D	E	FX
25,0	0,0	12,5	18,75	6,25	6,25	31,25

**Lecturers:** doc. PhDr. Peter Podolan, PhD.

**Last change:** 28.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-684/00	<b>Course title:</b> HS: Slovak and Czech National Revival: Unity and Differences
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are required to attend the lessons regularly and take active part in them. They are also expected to present a report and deliver a term paper. a) Maximum number of justified absences: 3 b) At the seminar, students need to work actively following the teacher's instructions. c) Students are required to present a (15-20 min. long) report. For that purpose, they need to be able to speak in front of an audience, elaborate a (printed, electronic) presentation, and answer questions. However, they can present an extra written paper instead of the presentation. d) Term paper: Students are assigned their preliminary assessment topics at the beginning of the term. Their term papers and report topics process specific parallel issues in the Slovak and Czech environments, e.g. the literary language in the Czech and Slovak national movements, Newspapers and journalism in the Czech and Slovak national movements, Pan-Slavism in the Czech and Slovak national movements, etc. It is necessary to delimit a suitable topic from large areas as part of the preparation for the students' independent scholarly activity. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> At the end of the course and after their self study, students have additional information on the relations of the Czech and Slovak national revival movements either from focusing on their specific term paper topic or from the others's presentations. They are able to compare the conditions, starting points and results of specific segments in two neighboring national movements and in two different territories. They are familiar with the similarities and differences in the shaping of a modern nation on the examples of two related national movements (activity, ideology, personalities and their views.) They also have an overview of the key sources concerning the issues of the period in a wider Central European framework, as well as practical experience delimiting a specific topic from a large circle (in line with the required work structure).	
<b>Class syllabus:</b>	

1. Introduction. Getting acquainted with the course requirements and with the content of the seminar. Students are assigned their seminar paper and report topics. The national revival and the shaping of a modern nation.
2. Great Moravia, the Czech Kingdom, The Kingdom of Hungary and “Slovakia.” Historical and natural law.
3. The Enlightenment. Conditions and activities. Josef Dobrovský, Anton Bernolák, the Bernolák group.
4. Language. The idea of a Czechoslovak language. The concept of a Slovak language. Panslavism.
5. History. Czechoslovak history? Slavic history. Historicism and history.
6. The issue of the Legal form of the state. Pan-Slavism and Austro-Slavism. Ján Kollár, František Palacký. Karel Havlíček Borovský.
7. Economy and agriculture. Economic nationalism. The social issue.
8. Symbols. The emergence of national symbols and the national movement. Mechanisms of self-interpretation.
9. The role of the nobility in the national revival. National patriotism.
10. The Štúr group - Slovak division? Different perceptions.
11. Institutional background. The school system, National Museum...
12. The 1848/49 revolution. Specifics and ideology. Post-revolutionary development. Consequences and starting points. Topics: different, well-defined areas

**Recommended literature:**

HUČKO, Ján. Život a dielo Ľudovíta Štúra. Martin: Osveta, 1984.  
 KOČÍ, Jozef: České národní obrození. Praha: Svoboda 1978. ISBN 25-012-78.  
 SAK, Robert. Jozef Jungmann. Život obrozence. Praha: Vyšehrad, 2007. ISBN 978-80-7021-890-7.  
 MACURA, Vladimír. Znamení zrodu: české obrození jako kulturní typ. Praha: Československý spisovatel, 1983.  
 KLIMEŠ, Vladimír. Počátky českého a slovenského novinářství. Praha: Orbis, 1955.  
 Further literature will be specified during the semester.

**Languages necessary to complete the course:**

Slovak  
 Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 59

A	ABS	B	C	D	E	FX
30,51	0,0	10,17	22,03	13,56	6,78	16,95

**Lecturers:** doc. PhDr. Peter Podolan, PhD.

**Last change:** 28.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-661/00	<b>Course title:</b> HS: Slovaks and Russia in the 18th and 19th Centuries 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> A student is evaluated on basic of active participation at the course and submitting the seminar paper. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students have knowledge of the analytical and critical reflection of the historical document, memories literature, correspondence and scholar sources related the issues of Slovak-Russian relations at the beginning modern age with an overlap to the 20th century.	
<b>Class syllabus:</b> 1. - 2. Issues of historiography and the documents related the history of Slovak-Russian relations 3. - 4. Scientific contacts in the age of enlightenment. 5. - 6. Emigration in the 18th Century. 7. - 8. Hussars, saffron trademen, medicinmen, tinkers – the forms of contacts. 9. - 10. Russian troops in Slovakia in the 18th and 19th Centuries. 11. - 12. Slovak intellectuals in Russia.	
<b>Recommended literature:</b> ŠVANKMAJER, M. [et al.] Dějiny Ruska. Praha, Lidové noviny, 2004. ISBN 80-7106-658-3. DANÍŠ, M.: Slovensko, husári a cárovná. Bratislava: Stimul,1993. ISBN 80-85697-12-2. Z dejín československo - slovanských dejín I-III. Bratislava 1953-57. TIBENSKÝ, J.: Priekopníci vedy a techniky na Slovensku I. Bratislava : Obzor, 1986. HROZIENČÍK, J. Turčianski olejkári a šafraníci. Bratislava : Tatran, 1981.	
<b>Languages necessary to complete the course:</b> Slovak	
<b>Notes:</b>	

<b>Past grade distribution</b>						
Total number of evaluated students: 103						
A	ABS	B	C	D	E	FX
58,25	0,0	17,48	10,68	2,91	2,91	7,77
<b>Lecturers:</b> prof. Mgr. Miroslav Daniš, CSc.						
<b>Last change:</b> 10.06.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-662/00	<b>Course title:</b> HS: Slovaks and Russia in the 18th and 19th Centuries 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> A student is evaluated on basic of submitting the seminar paper. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> A student can work with historical documents, memories literature, correspondence and scholar sources related the issues of Slovak-Russian relations at the beginning modern age with an overlap to the 20th century.	
<b>Class syllabus:</b> 1. - 2. Russian students in Slovakia 3. - 4. Tokaj Commision for wine imports and its competence 5. - 6. Slovak-Russian contacts in the revival era 7. - 8. Russian-Slovak literary relations in the 19th Century 9. - 10. Russian Slavianophiles and Slovakia 11. - 12. Slavic conventions in the context of Slovak-Russian relations	
<b>Recommended literature:</b> ŠVANKMAJER, M. [et al.] Dějiny Ruska. Praha, Lidové noviny, 2004. ISBN 80-7106-658-3. DANIŠ, M.: Slovensko, husári a cárovná. Bratislava: Stimul,1993. ISBN 80-85697-12-2. Z dejín československo - slovanských dejín I-III. Bratislava 1953-57. TIBENSKÝ, J.: Priekopníci vedy a techniky na Slovensku I. Bratislava : Obzor, 1986. HROZIENČÍK, J. Turčianski olejkári a šafraníci. Bratislava : Tatran, 1981 FERKO, V. Svetom moje svetom. Bratislava : Tatran, 1985.	
<b>Languages necessary to complete the course:</b> Slovak	
<b>Notes:</b>	

<b>Past grade distribution</b>						
Total number of evaluated students: 113						
A	ABS	B	C	D	E	FX
71,68	0,0	9,73	6,19	0,88	3,54	7,96
<b>Lecturers:</b> prof. Mgr. Miroslav Daniš, CSc.						
<b>Last change:</b> 10.06.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-657/00	<b>Course title:</b> HS: South-Eastern Europe in the 19th and 20th Centuries 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students may have two absences at most. The students are evaluated on basis of completed sub-tasks (40%) and on the basis of the final written work (60%). Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 40/60	
<b>Learning outcomes:</b> The students have knowledge of interior policy's trends and intentions of various Great Powers in South-Eastern Europe before the First World War.	
<b>Class syllabus:</b> 1. Brief introduction to the seminar and topics. 2. Political, economic and social trends in the Ottoman Empire. Regression of the Ottoman Empire and situation in Balkan in the 19th Century. 3. Great Powers and their interests in Balkan in the 18th and 19th Centuries. The Eastern Crisis and Congress of Berlin. 4. Origins and development of the first "national" states in Balkan – Greece and Serbia. 5. National movements and political programs of the Bulgarians and the Albanians. 6. Issues of the Bosnia and Herzegovina 7. The Macedonian and Albanian Question 8. Political trends in Balkan after the Congress of Berlin and deepening the crisis in the Ottoman Empire. 9. The Balkan Wars. 10. The First World War in Balkan 11. Dissolution of the Ottoman Empire after the First World War	
<b>Recommended literature:</b> GOMBÁR, Eduard. Moderní dějiny islámských zemí. Praha: Univerzita Karlova, 1999, 427 s. ISBN 80-7184-599-X.	

HLADKÝ, Ladislav. Bosna a Hercegovina: Historie nešťastné země. Praha: Doplněk, 1996, 216 s. ISBN 80-85765-61-6.  
 JELAVICH Charles and JELAVICH Barbara. The establishment of the Balkan National States, 1804-1920. Seattle: University of Washington Press, 1997, 358 s. ISBN 0-295-96413-8.  
 ŠESTÁK, Miroslav – TEJCHMAN, Miroslav a kol. Dějiny jihoslovanských zemí. Praha: Nakladatelství Lidové noviny, 2009, 758 s. ISBN 978-80-7106-375-9.  
 WEITHMANN, Michael W. Balkán 2000 let mezi Východem a Západem. Praha: Vyšehrad, 1996, 431 s. ISBN 80-7021-199-7.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 129

A	ABS	B	C	D	E	FX
93,02	0,0	1,55	0,0	0,0	0,78	4,65

**Lecturers:** doc. Mgr. Eva Škorvanková, PhD.

**Last change:** 10.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-658/00	<b>Course title:</b> HS: South-Eastern Europe in the 19th and 20th Centuries 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students may have two absences at most. The students are evaluated on basis of completed sub-tasks (40%) and on the basis of the final written work (60%). Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 40/60	
<b>Learning outcomes:</b> The students have knowledge of political trends in South-Eastern Europe (Balkan) during the 19th and 20th Centuries. Except general characteristic of the interior policy in various regions and states (the Ottoman Empire, the forming so-called national states) the student is also able to orient in the policy of the Great Powers to Balkan (influences and conflicts between European powers). That gets them to be oriented also in current political situation in this region.	
<b>Class syllabus:</b> 1. Social construction of concepts (definition) 2. Balkan or South-Eastern Europe. 3. Historical processes, which influenced the trends political, ethnical, and religion structure of South-Eastern Europe. 4. Territorial changes after the First World War – old and new territorial conflicts (the Greeks-Turkey War, Albanian boundaries, Bulgarian boundaries) 5. Minorities – status of minorities in the society and the relations of state to minorities (minority rights, assimilation, ethnic genocide, replacement of inhabitants between countries) 6. Authoritative regimes in South-Eastern Europe – modernization dictatorships? 7. Yugoslavia – as example of coexist ethnical and religion groups in contexts the multiethnic state (process and mechanism of unification by state) 8. The Second World War – resistances and the civil wars 9. Fall of the Iron Curtain – new challenges for the region 10. Dissolution of Yugoslavia and escalation of the national conflicts and wars in the region 11. Continue of crisis at the beginning of the 21st Century, the focuses of potential conflicts	

**Recommended literature:**

GOMBÁR, Eduard. Moderní dějiny islámských zemí. Praha: Univerzita Karlova, 1999, 427 s. ISBN 80-7184-599-X.

HLADKÝ, Ladislav. Bosna a Hercegovina: Historie nešťastné země. Praha: Doplněk, 1996, 216 s. ISBN 80-85765-61-6.

JELAVICH Charles and JELAVICH Barbara. The establishment of the Balkan National States, 1804-1920. Seattle: University of Washington Press, 1997, 358 s. ISBN 0-295-96413-8.

ROTHSCHILD, Joseph. East Central Europe between the Two World Wars : A History of East Central Europe IX. Seattle – London: University of Washington Press, 1992 (siedme vydanie), s. 201-280 (Juhoslávia), 281-322 (Rumunsko), 324-355 (Bulharsko), 357-366 (Albánsko). ISBN 0-295-95357-8.

ŠESTÁK, Miroslav – TEJCHMAN, Miroslav a kol. Dějiny jihoslovanských zemí. Praha: Nakladatelství Lidové noviny, 2009, 758 s. ISBN 978-80-7106-375-9.

WEITHMANN, Michael W. Balkán 2000 let mezi Východem a Západem. Praha: Vyšehrad, 1996, 431 s. ISBN 80-7021-199-7.

**Languages necessary to complete the course:**

Slovak

**Notes:****Past grade distribution**

Total number of evaluated students: 68

A	ABS	B	C	D	E	FX
88,24	1,47	1,47	1,47	1,47	2,94	2,94

**Lecturers:** doc. Mgr. Eva Škorvanková, PhD.

**Last change:** 10.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-695/15	<b>Course title:</b> HS: The Haunts of Bratislava's Bohemians
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) preliminary - students are required to attend the lessons regularly, take active part in them and engage in the discussions of the different term syllabus topics. - They need to present a 15 min. long report on a selected class syllabus topic. b) final - Students need to submit a written term paper based on the topic of their report. It needs to be around 10 pages of their own words including footnotes and bibliography. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of unjustified absences: 3 Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> At the end of the course, students are able to independently, creatively and innovatively analyze the socio-cultural aspects of bohemianism in Bratislava between 1920 and 1945. After their class excursion, students are directly acquainted with some bastions of bohemianism in Bratislava.	
<b>Class syllabus:</b> 1. Introduction to Bohemianism in Europe and Slovakia: characteristics, concepts, personalities and socio-cultural contexts. 2. Bohemianism in Bratislava between 1920 and 1945. General overview. 3. Bratislava cafes. 4. Bratislava taverns. 5. Bratislava wine bars. 6. Night bars and “early-morning soup bars”. Vydrlica. 7. Inns and low-class locals. 8. Picnic inns and Danube cafes. 9. Picnic and inspiring places. Open-air places on the Danube. 10. The Zlatá fantázia [Golden Fantasy] Inn. 11. Lodgings - houses, flats, studios. 12. Excursion to Bratislava open-air places. In case students would like to, several excursions can take place.	

**Recommended literature:**

SALNER, Peter. Bratislavské kaviarne a viechy. Bratislava : Albert Marenčin – Vydavateľstvo PT, 2006. ISBN 978-80-8114-45-43-3

VÁŠŠ, Martin. Zlatá bohéma : umelecká bohéma v Bratislave 1920 - 1938. Bratislava : Marenčin PT, 2018. ISBN 978-80-223-4173-8

VÁŠŠ, Martin. Medzi snom a skutočnosťou : umelecká bohéma v Bratislave 1938 - 1945. Bratislava : Marenčin PT, 2018. ISBN 978-80-8114-943-6

ŽÁRY, Štefan. Bratislavská bohéma. Bratislava : Tatran, 2018. ISBN 978-80-222-0975-5

**Languages necessary to complete the course:**

Slovak

**Notes:****Past grade distribution**

Total number of evaluated students: 78

A	ABS	B	C	D	E	FX
60,26	0,0	12,82	12,82	6,41	1,28	6,41

**Lecturers:** doc. Mgr. Martin Vašš, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-687/10	<b>Course title:</b> HS: The Opportunities and Issues in Interpreting the Slovak History of 1918 - 1945
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) preliminary - students are required to attend the lessons regularly, take active part in them and engage in the discussions of the different term syllabus topics. - They need to present a 15 min. long report on a selected class syllabus topic. b) final - Students need to submit a written term paper based on the topic of their report. It needs to be around 10 pages of their own words including footnotes and bibliography. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of unjustified absences: 3 Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> At the end of the course, students are familiar with the key issues when interpreting Slovak history between 1918 and 1945. They can diachronically analyze Slovak historiography production, as well as characterize and compare the different interpretive directions of Slovak historiography. They are able to make use of historiography verification methods when researching this part of Slovak history.	
<b>Class syllabus:</b> 1. Methodical approaches of historiography and related social sciences when interpreting 20th century sources. Possible approaches to source interpretation. Possible historiographic analyses. 2. Reflection of the First Czechoslovak Republic in Slovak historiography during the totalitarian regimes (the Slovak Republic, Czechoslovakia and the Czechoslovak Socialist Republic between 1948 and 1989.) 3. Reflection of the First Czechoslovakia in Slovak historiography after November 1989. 4. Reflection of the 1939 - 1945 Slovak Republic during the 1948 - 1989 communist regime. 5. Reflection of the 1939 - 1945 Slovak Republic in Slovak historiography after November 1989. 6. Controversial personalities of 1918 - 1945 Slovak history. Main problems and possible interpretations. 7. Possible interpretation of 1918 - 1938 Slovak-Czech relations.	

8. Possible interpretation of 1918 - 1945 economic history.
9. Limits of informative value of 1918 - 1945 archival sources.
10. The informative value and interpretation of narrative discourse in 1918 - 1945 literary texts, memoirs and diaries.
11. The press between 1918 and 1945. Pros and cons in its interpretation, limits of informative value.
12. The role of photographic reproductions in 1918 - 1945 history research.
13. Interdisciplinary 1918 - 1945 history research.
14. Practical application of the latest research methods in historiography and related social sciences in the students's term papers.

**Recommended literature:**

KAMENEC, Ivan. Spoločnosť, politika, historiografia: pokrivené (?) zrkadlo dejín slovenskej spoločnosti v dvadsiatom storočí. Bratislava : Prodama, 2009. ISBN 978-80-89396-02-3  
 LIPTÁK, Ľubomír. Slovensko v 20. storočí. Bratislava : Kalligram, 2000. ISBN 80-7149-337-6  
 MICHELA, Miroslav. Strážcovia strateného času. Diskusie o dejinách a historici na Slovensku. In: Historický časopis, no. 4, 2011, pp. 617 – 638.  
 NODL, Martin. Dějepisectví mezi vědou a politikou: úvahy o historiografii 19. a 20. století. Brno: Centrum pro studium demokracie a kultury, 2007. ISBN 978-80-7325-112-3

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 16

A	ABS	B	C	D	E	FX
75,0	0,0	18,75	6,25	0,0	0,0	0,0

**Lecturers:** doc. Mgr. Martin Vašš, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-696/20	<b>Course title:</b> HS: The Taste of the Power of the Powerless: Intellectual History of Central Europe (1956-1990)
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation during classes and work with texts. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> This course hands a significant contribution for the students, primarily through the ability of work with the text as a discourse, as a historical material, and hence as a historical source. That is achieved by means of the methodological tools of intellectual history and the history of political thought, mainly presented by Quentin Skinner, John Pocock, but also by others such as Michael Foucault and John Austin.	
<b>Class syllabus:</b> The title of the course consists of two important contributions to the critique of power during the Communist regime in Czechoslovakia - Ladislav Mňačko - How Power Tastes (Ako chutí moc) and Václav Havel - The Power of the Powerless (Moc bezmocných). These are two significant landmarks in the study of intellectual history, which largely determined the form of criticism, both political and extra-political. In addition, the other important texts of Central European provenience are also introduced to the students. These include mostly texts by authors such as Gyorgy Konrád, Adam Michnik, Miroslav Kusý, Ivan Sviták, Jaroslav Šabata, Ágnes Heller, Gyorgy Lukács, Milovan Djilas and many, many others.	
<b>Recommended literature:</b> TRENCSENYI, Balázs – LISJAK GABRIJELČIČ, Luka - JANOWSKI, Maciej – BAÁR, Mónika – FALINA, Maria – KOPEČEK, Michal. A History of Modern Political Thought in East-Central Europe: Volume II: Negotiating Modernity in the ‘Short Twentieth Century’ and beyond, Part II: 1968 – 2018. Oxford: Oxford University Press, 2018. ISBN 978-0-19-880313-3.	
<b>Languages necessary to complete the course:</b> Slovak, English	

<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 31						
A	ABS	B	C	D	E	FX
93,55	0,0	0,0	3,23	0,0	0,0	3,23
<b>Lecturers:</b> Mgr. Matej Ivančík, PhD.						
<b>Last change:</b> 10.06.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-616/00	<b>Course title:</b> HS: Viticulture and Enology in the Slovak Agrarian History
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> <p>The students' results are evaluated exclusively by continuously checking their performance during the teaching part of the semester. Grading takes place at the last meeting in the teaching part of the semester. After consultation with the teacher, students are assigned a topic for a short paper that is to be presented during the semester. The date of the presentation is set in advance, according to the syllabus. Students are also required to submit the short paper in written form. The short paper consists of at least 5 standard pages, including Introduction, Main text (without footnotes), Conclusion, Bibliography. To successfully meet their term tasks, students can have no more than 2 absences. In case of more (explained) absences, an individual assignment might be given as a substitution.</p> <p>Grading scale:            A = 100% – 92%            B = 91% – 84%            C = 83% – 76%            D = 75% – 68%            E = 67% – 60%            Fx = 59% – 0%</p> <p>Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment.            Scale of assessment (preliminary/final): 100/0</p>	
<b>Learning outcomes:</b> <p>At the end of the course, students are familiar with the subject of research in a specific discipline of agrarian history - the history of viticulture and winemaking - in the history of Slovakia, Hungary and Central Europe. The discipline has gained an independent status in the agrarian history in the recent decades. During the feudalism, winemaking represented one of the dominant areas of economic activity. Students are thus able to understand developments of modern Slovak historiography and its methodological apparatus. They also acquire skills and knowledge necessary for work with edited sources and scholarly literature in this specific branch of the agrarian history.</p>	
<b>Class syllabus:</b>	

1. Overview of the history of viticulture and winemaking in Slovakia (from the origins to the end of the 20th century)
2. Historical and traditional winemaking regions.
3. Vine varieties and types of wine.
4. Technological aspect of agricultural activities related to vine (*Vitis vinifera* L.)
5. Position of viticulture in economic and social life of the society
6. Production, consumption, and export of wine in Central Europe.
7. Historical- legal developments of viticulture - viticultural law.
8. Trade and transport of wine - Wine fraud.
9. Historical overview of wine consumption in the past and nowadays.
10. Relationship between beer and wine as major beverages in the past.
11. Winemaking education, struggle against diseases, associations.

**Recommended literature:**

BAĎURÍK, Jozef. Malokarpatské vinohradníctvo v 16. storočí. Bratislava: Univerzita Komenského, 1990. ISBN 80-223-0009-8. DRÁBIKOVÁ, Ema. Človek vo vinici. Bratislava: Veda, 1989. ISBN 80-224-0012-2. HOLEC, Roman. Vinohradníctvo na Slovensku v období kapitalizmu (1848-1918). In: Historica, 1991, roč. 39-40, s. 225-232. ISBN 80-08-01312-5. HRUBALA, Martin. Vinohradnícke lisy v Malokarpatskej oblasti. Pezinok: Malokarpatské múzeum v Pezinku, 2010, 210 s. ISBN 978-80-967537-5-8. KAZIMÍR, Štefan. Pestovanie viniča a produkcia vína na Slovensku v minulosti. Bratislava: Veda, 1986.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 91

A	ABS	B	C	D	E	FX
63,74	0,0	13,19	15,38	0,0	3,3	4,4

**Lecturers:** PhDr. Eva Benková, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-629/17	<b>Course title:</b> HS: Ways of Communication Among Central European Dynasties
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Regular attendance (maximum of two absences allowed per semester) and oral presentation of selected topic (according to the teacher's assignment) during semester. Final evaluation of a written seminar paper which students will submit during credit week. Student has to achieve at least 60 percent success rate in all parts of the evaluation. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 40/60	
<b>Learning outcomes:</b> Students have knowledge of basic forms of communication in medieval society. In addition to classic forms such as written communication or diplomacy, they distinguish between symbolic and non-verbal communication. They can identify the role and meaning of rituals, gestures and symbols in the creation, maintenance and administration of medieval political units used by Central European dynasties of the High and Late Middle Ages. Students are able to identify and analyse the mechanism of governance and administration of medieval society using the political communication of these dynasties as an example.	
<b>Class syllabus:</b> Diversity of communication in medieval society Political and public communication Symbols, rituals and gestures as means of exercising power Dynastic policy of Habsbourg, Jagiellon, Luxembourg and Anjou dynasties Court ceremony and royal etiquette Everyday life at the aristocratic and royal court Relation between writing, character and representation Formation of political elites	
<b>Recommended literature:</b> BOBKOVÁ, Lenka – HOLÁ, Mlada. Lesk královského majestátu ve středověku. Praha: Paseka, 2005. ISBN 8071857734.	

KANTOROWICZ, Ernst. Dvě těla krále. Studie politické středověké teologie. Praha: Argo, 2014. ISBN 9788025712405.  
 KAVKA, František. Život na dvoře Karla IV. Praha: Apeiron, 1993. ISBN 8090070345.  
 NODL, Martin – ŠMAHEL, František. Slavnosti, ceremonie a rituály v pozdním středověku. Praha: Argo 2014. ISBN 9788025705896.  
 SCHMITT, Jean-Claude. Svět středověkých gest. Praha: Vyšehrad, 2004. ISBN 8070217294.  
 ZUPKA, Dušan. Rituály a symbolická komunikácia v stredovekej strednej Európe. Bratislava: FiFUK, 2011. ISBN 9788071658528.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 25

A	ABS	B	C	D	E	FX
68,0	0,0	4,0	4,0	4,0	4,0	16,0

**Lecturers:** doc. Mgr. Dušan Zupka, PhD.

**Last change:** 10.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-623/00	<b>Course title:</b> HS: Women of Sainly Reputation 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are required to produce partial tasks (preparing for the seminar exercises), to attend lessons regularly and to prepare and present a report on a topic related to the content of a specific seminar. 100% continuous evaluation. Classification scale: A - excellent - 100 - 92 % B - very well - 91 - 84 % C - well - 83 - 76 % D - satisfactory - 75 - 68 % E - sufficient - 67 - 60 % FX - insufficient - > 60 % Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of unjustified absences: 2 Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> At the end of the course, students are familiar with the latest trends used to research the beginnings of female ruling hagiography in general and on the example of famous women from Central and Eastern Europe. They also have an overview of the basic behavioural patterns of outstanding medieval women. As part of the course, students also need to master the connection between the legacy of the Old Testament and its transcendence and updating when defining the behaviour of women who have passed into history as empresses, queens and saints. This way, students develop the ability to connect several spheres of research in humanities and is able to look at specific issues from the perspective of the mentality of the time.	
<b>Class syllabus:</b> 1. Introduction: Students get acquainted with the content of the subject and the credit granting scheme. Students are assigned the topic of their papers. 2. Overview of basic literature and source texts.	

3. Eva, the prototype of a negative woman.
4. Sarah, Rebekah and Rachel, prototypes of female holiness.
5. Jael, Judith and Esther, prototypes of female royal holiness.
6. Virgin Mary, Mother of God.
7. Saint Helena and Roman patricians, the beginnings of women's royal hagiography in Europe.
8. Saint Clotilde and Saint Radegund.
9. Signs of hagiography in Croatia (Saint Helena-Jelena?).
10. Holy Princesses (first synthesis from the 13th century: Saint Elizabeth, Saint Agnes of Bohemia, Saint Kunigunda).
11. Saint Margaret of Hungary.
12. Final seminar - end-of-term assessment and conclusion of student evaluation.

**Recommended literature:**

AVENARIUS, Alexander: Byzantská kultúra v slovanskom prostredí v 6.-12. storočí: K problému recepcie a transformácie. Bratislava: Veda, 1992. ISBN 80-224-0359-8  
 DUBY, Georges. Damy XII wieku. Warszawa: Czytelnik, 2000. ISBN 830702742X  
 EMLER, Josef (ed.). Fontes rerum Bohemicarum 1. Praha: Nákladem Musea Království českého, 1873.  
 HOMZA, Martin. Mulieres suadentes: Presviedčajúce ženy. Bratislava: Lúč, 2002. ISBN 9788071143727  
 SEREBRJANSKIJ, Nikolaj I. Drevne Russkija kňazeskija žitija: Obzor redakciji i teksty. Moskva: Sinodal'naja tipografija, 1915.  
 - further literature and sources will be made available during the semester

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 47

A	ABS	B	C	D	E	FX
57,45	0,0	27,66	12,77	0,0	2,13	0,0

**Lecturers:** prof. Mgr. Martin Homza, PhD., Mgr. Lucia Gregoríková Branišová

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-624/00	<b>Course title:</b> HS: Women of Sainly Reputation 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are required to complete partial tasks (preparing for the seminar exercises), to attend lessons regularly and to prepare and present a report on a topic related to the content of a specific seminar. 100% continuous evaluation. Classification scale: A - excellent - 100 - 92 % B - very well - 91 - 84 % C - well - 83 - 76 % D - satisfactory - 75 - 68 % E - sufficient - 67 - 60 % FX - insufficient - > 60 % Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of unjustified absences: 2 Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> At the end of the course, students are familiar with the latest trends used to research the beginnings of female ruling hagiography in general and on the example of famous women from Central and Eastern Europe. They also have an overview of the basic behavioural patterns of outstanding medieval women. As part of the course, students also need to master the connection between the legacy of the Old Testament and its transcendence and updating when defining the behaviour of women who entered history as empresses, queens and saints. This way, students develop the ability to connect several spheres of research in humanities and are able to look at specific issues from the perspective of the mentality of the time.	
<b>Class syllabus:</b> 1. Introduction: Students get acquainted with the content of the subject and the credit granting scheme. Students are assigned the topic of their papers.	

2. Overview of basic literature and source texts.
3. Eva, the prototype of a negative woman.
4. Sarah, Rebekah and Rachel, prototypes of female holiness.
5. Jael, Judith and Esther, prototypes of female royal holiness.
6. Virgin Mary, Mother of God.
7. Saint Helena and Roman patricians, the beginnings of women's royal hagiography in Europe.
8. Saint Clotilde and Saint Radegund.
9. Signs of hagiography in Croatia (Saint Helena-Jelena?).
10. Holy Princesses (first synthesis from the 13th century: Saint Elizabeth, Saint Agnes of Bohemia, Saint Kunigunda).
11. Saint Margaret of Hungary.
12. Final seminar - end-of-term assessment and conclusion of student evaluation.

**Recommended literature:**

AVENARIUS, Alexander: Byzantská kultúra v slovanskom prostredí v 6.-12. storočí: K problému recepcie a transformácie. Bratislava: Veda, 1992. ISBN 80-224-0359-8  
 DUBY, Georges. Damy XII wieku. Warszawa: Czytelnik, 2000. ISBN 830702742X  
 EMLER, Josef (ed.). Fontes rerum Bohemicarum 1. Praha: Nákladem Musea Království českého, 1873.  
 HOMZA, Martin. Mulieres suadentes: Presviedčajúce ženy. Bratislava: Lúč, 2002. ISBN 9788071143727  
 SEREBRJANSKIJ, Nikolaj I. Drevne Russkija kňážeskija žitija: Obzor redakciji i teksty. Moskva: Sinodaľnaja tipografija, 1915.  
 - further literature and sources will be made available during the semester

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
62,96	0,0	22,22	11,11	0,0	0,0	3,7

**Lecturers:** prof. Mgr. Martin Homza, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-614/00	<b>Course title:</b> HS: World Religions and Eastern Europe in the Medieval Period
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student is evaluated on basis of submitting the seminar paper. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student has knowledge of activities of the various world religions in Eastern Europe (Judaism, Islam, Christianity) in the Middle Ages.	
<b>Class syllabus:</b> 1. Historical trends in Eastern Europe 2. Judaism 3. Christianity 4. Islam 5. The social and political conditions for acceptance of the selected religions 6. Influence of the world religions into culture and art 7. Interactions of religions – inherent antagonism and mutual tolerance	
<b>Recommended literature:</b> L.Marek: Dejiny křesťanství na Rusi I., Hostinné: Rubato, 1996. ISBN 80-902256-0-8. DANIŠ, M. Východná Európa v premenách času I. Bratislava: Univerzita Komenského 1999. ISBN 80-223-1403-X. GREKOV, B.D.: Kyjevská Rus. Praha : Gosudarstvennoje učebno-pedagogičeskoje, 1953.	
<b>Languages necessary to complete the course:</b> Slovak	
<b>Notes:</b>	

<b>Past grade distribution</b>						
Total number of evaluated students: 34						
A	ABS	B	C	D	E	FX
61,76	0,0	17,65	5,88	0,0	0,0	14,71
<b>Lecturers:</b> prof. Mgr. Miroslav Daniš, CSc.						
<b>Last change:</b> 10.06.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-069/22	<b>Course title:</b> Hgr: Medieval Historiography of Empire and Central Europe
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> To pass the course successfully, students are required to prepare for every seminar, reading the assigned sources of imperial provenance related to the history of the countries in Central Europe. Having prepared at home, students are expected to engage in the seminar discussions, to understand the text and compare it with other sources. Grading scale: A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of unjustified absences: 2. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> At the end of the course, students have a basic overview of the narrative sources of imperial provenance having to do with the history of Central Europe in the high middle ages. They are able to analyze the reasons why the different medieval imperial texts originated, i.e. the reasons their author had to write them, what might have influenced these authors when writing their work, and how his information influenced later historiography. Students are able to work with narrative sources of German provenance, understand the circumstances of their origin and develop the ability to compare them with sources from the Kingdom of Hungary, Poland and the Czech lands. They are able to apply the acquired knowledge in practice, for example for writing their seminar papers and theses. They are also able to use this theoretical foundations when taking other courses, especially when analyzing the contents of different sources.	
<b>Class syllabus:</b>	

1. Introductory seminar: students get acquainted with the goal of the course, its requirements, plan, basic literature and sources.
2. Getting familiar and working with databases of original imperial sources on the history of Central Europe - Manuscript, Manuscriptorium, Geschichtsquellen des deutschen Mittelalters, Monasterium and others.
3. Getting familiar and working with databases of editions of imperial sources on the history of Central Europe– dMGH, CMS, RI and others.
4. Annals I: Austrian annals and their continuation – Annales Mellicenses, Annales Admuntenses, Annales Gotwicenses and others.
5. Annals II: Czech annals – known as the Continuation of the (Cosmas) chronicle of the Czechs – Annales Otakarini, Annales Pragenses I – III and others.
6. Annals III: annals from other parts of the Holy Roman Empire – Annales Altahenses and others.
7. Chronicles I: Austrian chronicles written in Latin – Anonymi Leobensis Chronicon, Chronicon rhythmicum Austriacum, the works by John of Viktring, Thomas Ebendorfer and others.
8. Chronicles II: Austrian chronicles written in German – the works by Jans der Enikel (Weltchronik, Fürstenbuch), die Steirische Reimchronik, die Österreichische Chronik von den 95 Herrschaften, and others.
9. Chronicles III: Czech and other imperial chronicles – Chronicon Aulae Regiae, die Chronik des Mathias von Neuenburg, Ioannes Vitoduranus and others.
10. Other types of sources of imperial provenance concerning the history of Central Europe - catalogues, obituaries, poems and songs of the imperial Minnesängers.
11. Diplomatic sources in narrative sources - taking over documents and letters into chronicles and annals.
12. Final seminar: evaluation of students' work, evaluation of the fulfilment of the course plan, closing evaluation.

**Recommended literature:**

GOMBOS, Ferenc Albin. (ed.). *Catalogus fontium historiae Hungaricae aeo ducum et regum ex stirpe Arpad descendendum ab anno Christi DCCC usque ad annum MCCC. I – IV.* Budapestini: b. v., 1937 – 1943. (relevant parts will be provided by the teacher)

KUZMÍK, Jozef. (ed.). *Slovník starovekých a stredovekých autorov prameňov a knižných skriptorov so slovenskými vzťahmi.* Martin: Matica slovenská, 1983.

PERTZ, Georgius Henricus et al. *Monumenta Germaniae Historica. Scriptorum (in Folio) I – XXXIX.* Hannoverae: Impensis Bibliopolii Avlici Hahniani, 1826 – 2009. Dostupné na: <https://www.dmggh.de/ss.htm> [cit. 2021-10-16].

PERTZ, Georgius Henricus et al. *Monumenta Germaniae Historica. Scriptorum rerum Germanicarum in usum scholarum separatim editi I – LXXXVI.* Hannoverae: Impensis Bibliopolii Hahniani, 1871 – 2016. Dostupné na: [https://www.dmggh.de/ss\\_rer\\_germ.htm](https://www.dmggh.de/ss_rer_germ.htm) [cit. 2021-10-16].

SOMMERLECHNER, Andrea. *Stupor mundi? Kaiser Friedrich II. und die mittelalterliche Geschichtsschreibung.* Wien: Verlag der österreichischen Akademie der Wissenschaften, 1998. ISBN 3-7001-2784-7.

- further literature will be specified during the semester

**Languages necessary to complete the course:**

Slovak

Czech, Latin, German (reading)

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 1						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> PhDr. Jakub Palko, PhD.						
<b>Last change:</b> 28.06.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAPVH/A-moHI-300/19	<b>Course title:</b> Historical Cartography for Historians
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> <p>The student is obliged to attend regular classes during the teaching part of the semester (two unjustified absences are allowed, each additional one must be replaced by a substitute assignment) - if he / she successfully completes the attendance, the student may take the exam. Within the set deadline (by 31 December of the current year), he / she submits in electronic form (in MS Word and PDF format) and then presents and defends the submitted seminar paper in the exam period. The seminar paper must be formally completed in accordance with the provisions of the Rector's Directive of Charles University no. 12/2013 t.j. in basic formal as well as content requirements as a final work.</p> <p>Extent of own seminar work (from introduction to conclusion) 15 to 20 standard pages (1 standard page = 1800 characters).</p> <p>The topic of the thesis is chosen by each student individually after joint consultation with the subject teacher.</p> <p>As a topic you can choose: Analysis and description of selected 15 old maps and plans.</p> <p>Subsequently, the student will take part in an oral exam, which will consist of lectured topics and issues as well as self-study of literature in terms published through the academic information system.</p> <p>Attendance: 10 points          Seminar work: 90 points          Final oral exam: 100 points</p> <p>Rating scale:          "A" - 200 - 185 points          "B" - 184 - 170 points          "C" - 169 - 155 points          "D" - 154 - 140 points          "E" - 139 - 120 points          "Fx" - 119 - 0 points</p> <p>Exam dates will be published via AIS no later than the last week of the course parts.</p> <p>Violation of academic ethics results in the cancellation of earned points in the relevant item</p>	

evaluation. Weight of the intermediate / final evaluation: 50/50														
<p><b>Learning outcomes:</b> Students have general knowledge and skills about historical cartography with an emphasis on the territory of Slovakia, Europe and the world with a focus on the use of this knowledge in the real work of a historian or. history teacher. They have mastered the issues of terminology, methodology, basic literature review and knowledge of sources.</p>														
<p><b>Class syllabus:</b></p> <ol style="list-style-type: none"> <li>1. Introduction to the issues of historical cartography as PVH</li> <li>2. Terminology, methodology and methodology of historical cartography</li> <li>3. Professional literature at home and in the world</li> <li>4. Historical development of cartography in the world</li> <li>5. Historical development of cartography in our territory</li> <li>6. Important map and atlas works of European creators</li> <li>7. Important map and atlas works of domestic creators</li> <li>8. Personalities of cartography in historical cross-section</li> <li>9. Samuel Mikovíny and his work</li> <li>10. Excursion to the archive - Central Archive of Geodesy and Cartography in Bratislava</li> <li>11. Excursion to the archive - Slovak National Archive</li> <li>12. Excursion to the archive - State Archive in Bratislava</li> </ol>														
<p><b>Recommended literature:</b> PURGINA, Ján. Samuel Mikovíni. Život a dielo. Bratislava : Správa geodézie a kartografie na Slovensku 1958. 263 s. PURGINA, Ján. Tvorcovia kartografie Slovenska do polovice 18. storočia. Bratislava : Slovenská kartografia 1972. BOHÁČ, P. a MUCHA, L. (1992). Nový svet na starých mapách. Praha. KUCHAŘ, Karel. (1958). Naše mapy odedávna do dneška. Praha. KUKUČA, J. (1896). Naša Zem – jej meranie a zobrazovanie. Bratislava, PRIKRYL, Ľ. (1982). Slovensko na starých mapách. Martin, PRIKRYL, Ľ. (1977). Vývoj mapového zobrazovania Slovenska.</p>														
<b>Languages necessary to complete the course:</b>														
<b>Notes:</b>														
<p><b>Past grade distribution</b> Total number of evaluated students: 6</p> <table border="1"> <thead> <tr> <th>A</th> <th>ABS</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>16,67</td> <td>0,0</td> <td>16,67</td> <td>16,67</td> <td>0,0</td> <td>0,0</td> <td>50,0</td> </tr> </tbody> </table>	A	ABS	B	C	D	E	FX	16,67	0,0	16,67	16,67	0,0	0,0	50,0
A	ABS	B	C	D	E	FX								
16,67	0,0	16,67	16,67	0,0	0,0	50,0								
<b>Lecturers:</b> Mgr. Ján Valo, PhD.														
<b>Last change:</b> 31.03.2022														
<b>Approved by:</b>														

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-45/22	<b>Course title:</b> Historiography: How to Write History
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Regular attendance. Preparation of a review on a selected book assigned by the instructor during the semester. Working with sources during the courses. A final colloquium consisting of a discussion of previously discussed issues based on the required readings. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The Students have knowledge of the basic stages of the development of historiography from the Middle Ages to the present day. They are familiar with an overview of the most important trends and ideological concepts. After acquainting themselves with the works of the most important historians, they can identify selected trends and approaches of contemporary historiography. Students dispose theoretical knowledge of the history of the development of writing about history and the practical skills of the historian's work today.	
<b>Class syllabus:</b> Ancient and Medieval Historiography. Medieval Studies: methods, questions, problems. The most important personalities of medieval studies. The Annales School (Bloch, Febvre, Braudel, Le Goff, Schmitt). Basic methodological approaches (cultural history, historical anthropology, everyday life, microhistory). Selected topics (women, minorities, elites, identities, ethnicity, communication). Social science and historiography – John Stuart Mill, Karl Marx, (Friedrich Engels), Émile Durkheim, Max Weber. Marxist historiography – E. P. Thompson, Eric Hobsbawm. Historiographical change after World War II., trauma and memory – Hannah Arendt. Postmodernism and the linguistic turn – Paul Ricoeur, Hayden White. Structuralism and questions of the subject (sexuality, gender) – Michael Foucault. Intellectual history and global history of thought and conceptual history. Discursive analysis (Searle, Austin, Foucault).	
<b>Recommended literature:</b>	

<p>BLOCH, Marc. Obrana historie aneb historik a jeho řemeslo. Praha: Argo, 2011. ISBN 9788025704035.</p> <p>BURKE, Peter. Francouzská revoluce v dějepisectví. Škola Annales (1929-1989). Praha: NLN, 2004. ISBN 9788071067191.</p> <p>IGGERS, Georg G. Dějepisectví ve 20. století. Praha: NLN, 2002. ISBN 9788071065043.</p> <p>LE GOFF, Jacques. Paměť a dějiny. Praha: Argo, 2007. ISBN 9788072038626.</p> <p>VEYNE, Paul. Ako písať o dejinách. Bratislava: Chronos, 1998. ISBN 8096786016.</p> <p>STORCHOVÁ, Lucie a kol. Koncepty a dějiny. Proměny pojmů v současné historické vědě. Praha: Scriptorium, 2014. ISBN 978-80-87271-87-2.</p>						
<p><b>Languages necessary to complete the course:</b> Slovak</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b> Total number of evaluated students: 46</p>						
A	ABS	B	C	D	E	FX
89,13	0,0	4,35	2,17	2,17	2,17	0,0
<p><b>Lecturers:</b> Mgr. Matej Ivančík, PhD., doc. Mgr. Dušan Zupka, PhD.</p>						
<p><b>Last change:</b> 10.06.2022</p>						
<p><b>Approved by:</b></p>						

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-muHI-987/16	<b>Course title:</b> History
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b>            Successful completion of chosen questions at oral examination.            The student can take the state exam</p> <p>a) after obtaining at least such number of credits that after obtaining credits for successful completion of state exams, they achieve the necessary number of credits for the proper completion of studies,</p> <p>b) after successful completion of compulsory subjects, compulsory elective subjects, and elective subjects in the composition determined by the study program,</p> <p>c) after fulfilling the student's obligations arising from § 71, par. 3 letter b of the Higher Education Act,</p> <p>d) if no disciplinary action is taken against them.</p> <p>Successful completion of the state exam is one of the conditions for successful completion of the study program. The subject of the state exam is evaluated by the committee for state exams using the grading scale A-FX. The evaluation of the state examination or its part is decided by the examination committee by consensus. If the examination committee does not reach a consensus, the evaluation of the state examination or its part is decided by voting.</p> <p>On the basis of the wording of the study regulations of the faculty (Internal Rules and Regulations 5/2020, Art. 15), the framework dates of state examinations are set by the dean in accordance with the faculty's academic schedule. Departments are obliged to publish the dates of their state exams on the website no later than 5 weeks before they take place. The student registers for the state exam through the academic information system (AIS) at least three weeks before it takes place.</p> <p>The student is entitled to one regular and two resit attempts of the state exam. The regular attempt is the one for which the student applied for the first time within the deadline set for state exams. If the student was evaluated with the FX mark on the regular attempt of the state exam, the student may take resits of the state exam</p> <p>a) on the following dates assigned for state examinations in the relevant academic year or</p> <p>b) on the dates assigned for state examinations in one of the following academic years in accordance with § 65, par. 2 of the Higher Education Act.</p> <p>If the student is unable to come on the day of the state exam for which they have registered on serious grounds, they are obliged to apologize in writing to the chairman of the examination committee in advance or no later than three working days after the date of the state examination or its part, if there were serious obstacles that prevented them to do so in advance. If the student does not attend the state examination or its part without an excuse within the specified period, or if the chairman of the examination committee does not accept their excuse, they are assessed with the FX grade from that attempt of the state exam.</p> <p>Scale of assessment (preliminary/final): 0/100</p>	

**Learning outcomes:**

Students have knowledge and competencies of Slovak history in Central European context and have information about key events of European and World history. They know about phenomena, processes, historical terminology and elementary problems of historiography together with elemental issues of methodology, so they are able to come up with effective use of scientific activities for didactic purpose and intentions.

**Class syllabus:**

1. The student arrives on the registered date of the state exam according to the schedule set by the department
  2. The student receives one question from Slovak history and one question from General history, which is submitted in writing and anonymously in the form of a random selection from printed questions.
  3. The examination committee will give the student reasonable time to prepare an oral answer to the question
  4. The student presents the prepared answer to one and then to another question in front of the examination committee and answers the additional questions.
  5. After the student finishes their answer, the examination committee decides on the results of the state exam in a closed session of the examination committee. There is only one evaluation of both questions.
- The course of the state exam and the announcement of its results are public.

**State exam syllabus:**

Questions, which should be responded to during the state exam are associated with key events of Slovak, European and world history from the Classical Antiquity till the second half of the 20th century. Currently valid questions of state exams are accessible at the web page of departments. <https://fphil.uniba.sk/katedry-a-odborne-pracoviska/katedra-vseobecnych-dejin/studium/magisterske-studium/statnice/>

**Recommended literature:**

Based on the recommended literature for compulsory and semi-compulsory courses of student programme relevant to content of state exams. Highly recommended are synthetic, conceptual and theoretic works, which are necessary to particular courses and give contextual overview and search for reasons and consequences.

**Languages necessary to complete the course:**

Slovak

**Last change:** 02.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-732/22	<b>Course title:</b> History of Faculty of Arts at Comenius University after 1948
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the lesson period, students are required to attend lessons regularly and take active part in them. Max. number of unjustified absences: 2. Students also need to write a paper on a selected topic from the history of the Faculty of Arts after 1948: The Sovietization of universities in the countries of the Eastern bloc; Purges in the Faculty; The Pajamas Revolution, Selected Ideological Worker (Miloš Gosiorovský, etc.). The paper needs to include a general overview of the research period and analyze the selected issues. Grading scale: A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 70/30	
<b>Learning outcomes:</b> Students become familiar with the origin and subsequent development of the Faculty of Arts of Comenius University. They study in detail the changes that occurred in the faculty during the communist regime. At the end of the course, they are familiar with the circumstances and the way the communist regime approached higher education in Czechoslovakia and the scholars working at the universities. They learn about the new employees who took part in the ideologization of the faculty, as well as with important milestones in the second half of the 20th century that influenced the development of the faculty.	
<b>Class syllabus:</b> 1. The establishment of the Faculty of Arts of Comenius University. The development in the 1920s and 1930s	

2. WWII as a fundamental factor determining the following development. The departure of Czech professors. The functioning of the Slovak university.
3. The year 1948 as a turning point - the Sovietization of universities in Czechoslovakia and Eastern bloc countries.
4. New ideological workers - M. Gosiorovský, A. Sirácky, J. Šeřfránek, etc.
5. The activities of the action committees as a way of ideologizing the faculty. Daniel Rapant's expulsion.
6. The Higher Education Act of May 1950. The violation of the autonomy of higher education institutions. The establishment of university departments.
7. Bourgeois nationalism at the faculty. Scrutinies at the Faculty.
8. The year 1956 - The Pajamas Revolution.
9. The relaxing 1960's. The year 1968 at the faculty.
10. The normalization period.
11. November 11, 1989. The march of the faculty's students.
12. Discussion, recapitulation.

**Recommended literature:**

CONNELLY, John. Ztročená univerzita. Praha: Karolinum 2008. ISBN 978-80-246-1185-3

GABZDILOVÁ, Soňa. Ako sme študovali v totalite. Prešov: Universum, 2018. ISBN 978-80-89946-05-1

HRNČIAR, Pavol, ed. Univerzita Komenského a vysokoškolská edukácia: Minulosť, prítomnosť, budúcnosť : Zborník príspevkov z vedeckej konferencie s medzinárodnou účasťou konanej v dňoch 21. a 22. novembra 1994 v Bratislave pri príležitosti 75. výročia založenia Univerzity Komenského. Bratislava: Univ. Komenského, 1995. ISBN 80-223-0880-3

SLOBODNÍK, Martin. 95 rokov Filozofickej fakulty UK: pohľad do dejín inštitúcie a jej akademickej obce: [zborník z vedeckej konferencie, ktorá sa uskutočnila 24. a 25. októbra 2016 na Filozofickej fakulte Univerzity Komenského v Bratislave pri príležitosti jej 95. výročia]. Bratislava: Vydavateľstvo UK, 2017. ISBN 978-80-223-4390-9

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 2

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Mária Rímešová

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-51/22	<b>Course title:</b> History of Modern Political Thought
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the students are evaluated on basis of active class work and the final essay at the end of the course. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Students have a comprehensive understanding of the development and history of modern political thought. Students have the competence not only to catalogue the various ideologies and their basic features, but are also able to understand, historically analyse and interpret the texts, contexts, and correlations of the various currents of political thought or intellectual milieus of the period. Rather than a flat analysis of ideology, the course emphasizes the agency and subjects of political thought, from which students are able to anchor political thought in space. Students are also able to analyse individual political and intellectual movements through historiographical and methodological schools and work dynamically with the underpinnings of contemporary discourses, enabling them to navigate the public sphere in a qualified way.	
<b>Class syllabus:</b> 1. Pre-Enlightenment political concepts - state, freedom, parliament, government, legitimacy 2. Enlightenment concepts 3. Liberalism, utilitarianism 4. Conservatism 5. Socialism 6. Positivism, secularism, anti-modern trends, secular conservatism 7. Nationalism 8. Imperialism and colonialism 9. Etatism, Corporativism, political Catholicism 10. Anarchism, radical democratic trends, feminism 11. Theories of totalitarianism, postcolonialism	

12. Technocracy, neoliberalism, ordoliberalism, globalism  
13. Theories of democracy

**Recommended literature:**

FREEDEN, Michael. Ideologies and Political Theory. A Conceptual Approach. Oxford: Clarendon Press, 2008. ISBN 978-0-19-829414-6  
KOPEČEK, Michal et al. Architekti dlouhé změny. Expertní kořeny postsocialismu v Československu. Praha: Argo, 2019. ISBN 978-80-257-2808-4  
NOVOSÁD, František, SMREKOVÁ, Dagmar (eds.) Dejiny sociálneho a politického myslenia. Bratislava: Kalligram, 2013. ISBN 978-80-8101-679-0  
HROCH, Miroslav (ed.) Pohledy na národ a nacionalismus. Čítanka textů. Praha: Sociologické nakladatelství, 2003. ISBN 80-86429-20-2  
BALL, Terence, BELLAMY, Richard (eds.) Cambridge History of Twentieth-Century Political Thought. Cambridge: Cambridge University Press, 2010. ISBN 978-0-521-69162-8

**Languages necessary to complete the course:**

Slovak and English language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 30

A	ABS	B	C	D	E	FX
63,33	0,0	30,0	3,33	0,0	3,33	0,0

**Lecturers:** Mgr. Matej Ivančík, PhD., doc. Mgr. Eva Škorvanková, PhD.

**Last change:** 10.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-698/20	<b>Course title:</b> History of Religiosity in the Middle Ages and Early Modern Times
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) preliminary - Students are required to prepare a max. 20 min. presentation of a selected topic (according to the brief syllabus), presenting a brief overview of the major events and basic developments and processes in the given matter - Students are required to read the sources and historiographic texts assigned by the teacher during the semester and, subsequently, to take active part in the seminar discussion Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of unjustified absences: 2. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students get acquainted with older and current trends used when researching religiosity and its tasks in premodern society. Historians traditionally focus on the history of the Church in its institutional, political, and theological aspects. This course, however, teaches students to apply these common approaches to other related aspects of social and cultural history and historical anthropology. Therefore, they will be able to perceive the different forms and aspects of the religious life of society, while gaining an overview of the sources they can work with when dealing with religiosity as defined.	
<b>Class syllabus:</b>	

- 1) introduction into the subject. The concept of religiosity.
- 2) Christianization, conversion
- 3) Ritual and personal religiousness
- 4) Female religiousness
- 5) Communication, preaching
- 6) Popular religiousness and culture, superstition, paganism
- 7) Reforms, reform movements, heresies.
- 8) The written, printed and heard word - the “communication revolution,” the print, public controversy
- 9) Language and religiosity
- 10) Religiousness in public space.
- 11) Marriage, family.
- 12) Sin, repentance and forgiveness.

**Recommended literature:**

VAUCHEZ, André. Spirituality of the Medieval West: From the Eights to the Twelfth Century. Cistercian Publications, 1993. ISBN: 9781463218423

LE GOFF, Jacques. Zrození očiště. Praha: Vyšehrad, 2003. ISBN 80-7021-637-9

BOSSY, John. Křesťanství na západě 1400-1700. Praha: Karolinum, 2008. ISBN 978-80-246-1468-7

Further literature and reading assignments will be provided during the semester.

**Languages necessary to complete the course:**

Slovak

Czech and English for reading

**Notes:**

**Past grade distribution**

Total number of evaluated students: 29

A	ABS	B	C	D	E	FX
55,17	0,0	27,59	17,24	0,0	0,0	0,0

**Lecturers:** Mgr. Stanislava Kuzmová, PhD., Mgr. Peter Benka, PhD.

**Last change:** 28.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-503/22	<b>Course title:</b> Hungary and the Empire 2: Early Modern Period
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) preliminary - Students are required to read the sources and secondary literature (assigned by the teacher in line with the syllabus topics for each session), and subsequently, take active part in the discussion. They need to be able to work with texts b) final - Students need to produce an essay on a specific topic (in line with the syllabus). In it, the students show they developed the necessary skills throughout the term to approach the selected issue independently. For this purpose, they need to write 5 - 8 pages in their own words with the relevant bibliography Scale of assessment (preliminary/final): 60/40 Grading scale: A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of unjustified absences: 2. Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> After completing the course successfully, students are familiar with the basic development tendencies in the contacts between the Kingdom of Hungary and the Empire in the early modern period (16th - 18th century). They are able to perceive the processes in the region from a comparative perspective, while taking into account not only the political and military aspects, but also social, economic, cultural, intellectual and church history issues. On the basis of specific material, they are able to analyze and interpret supraregional influences - both material and ideological - in modern society and its specifics. They are familiar with different types of sources, can use them to analyze the relations in the kingdom and are able to work with them	

independently. They get familiar with the basic methodological approaches of contemporary European historiography on the example of the topic in question.

**Class syllabus:**

- 1) Initial meeting, basic terminology and historiography.
- 2) The ruler, local and foreign: The Habsburgs as rulers in the Empire and in the Kingdom of Hungary in the 16th and 17th centuries.
- 3) The Royal Court as a center of power in the early modern period. The aristocracy, supra-regional unions.
- 4) Political contacts and their country limits: The estates in the mutual contacts of the Kingdom and the Empire
- 5) Allies and rivals in war (1): part of the estates in the Empire in the anti-Ottoman defense of the Kingdom of Hungary.  
Financial aspects. The battlefields in the Kingdom of Hungary as places for gathering experience and fame.
- 6) Allies and rivals in war (2): the image the “German soldier” had in the Kingdom of Hungary, between a helper and a foreigner.
- 7) Information networks and the post. Reporting on events on the Ottoman battlefields.
- 8) Business partners: Economic contacts between the Empire and the Kingdom of Hungary, their social and cultural dimension.
- 9) The ways of culture: humanism, reformation and cultural exchange in the early modern age
- 10) Peregrinatio academica and the social dimension of education
- 11) Immigrants and emigrants. Emigration, immigration and demographic exchange between the Kingdom of Hungary and the early modern age.
- 12) Model and warning: The attitude of the Kingdom of Hungary’s society towards the Empire during the enlightenment.

**Recommended literature:**

EVANS, Robert John Weston. Vznik habsburské monarchie, 1550-1700. Praha: Argo, 2003. ISBN 80-7203-463-4

EVANS, Robert John Weston - WILSON, Peter (eds.). The Holy Roman Empire, 1495-1806: A European Perspective. Leiden ; Boston : Brill, 2012. ISBN 978-90-04-22872-6

PÁLFFY, Géza. Hungary between two empires, 1526-1711. Bloomington: Indiana University Press, 2021. ISBN 978-0-253-05465-4

Further literature and sources will be provided during the semester.

**Languages necessary to complete the course:**

Slovak

reading: English, eventually German

**Notes:**

**Past grade distribution**

Total number of evaluated students: 4

A	ABS	B	C	D	E	FX
50,0	0,0	25,0	25,0	0,0	0,0	0,0

**Lecturers:** Mgr. Peter Benka, PhD.

**Last change:** 28.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-697/20	<b>Course title:</b> Intellectuals and Society in the Early Modern Times in the Hungarian Kingdom
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) preliminary assessment throughout the term - Students are required to read the assigned sources throughout the term and, subsequently, discuss and analyse them during the seminar - Students are required to prepare the biography of a selected personality from the seminar syllabus and present it at the scheduled meeting. This report introduces the subject matter to the whole class b) final assessment - Students are required to hand in their written reports and the relevant bibliography <b>Grading scale:</b> A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of unjustified absences: 2. Scale of assessment (preliminary/final): 70/30	
<b>Learning outcomes:</b> Students get familiar with selected scholars of the early modern period in the Kingdom of Hungary and their opinions. By setting them in the specific context of their time, students will learn to consider important issues of that time, how their contemporaries perceived them, and their significance for the further development. The discussed questions include, for example, political power issues in the context of absolutism and class/estate/stavovských traditions, confessional diversity and the need for unification, attitudes towards education and health care, issues concerning the origin of people's national or denominational community, etc. Students are able to identify the different approaches that have	

been applied when researching a specific issue by focusing on the given researcher as well as by analysing the superindividual processes and the relevant socio-cultural context.

**Class syllabus:**

- 1) Intellectuals and society: the individual dimension and superindividual processes in history
- 2) The legal tradition and the identity of the estates: Štefan Werbőczy
- 3) Scholars in “public service”: Valentín Eck / Ecchius and Martin Rakovský
- 4) Respublica litteraria: Ján Sambucucs and Sebastián Ambrosius Lam
- 5) Discovering new worlds: Pavol Rubigall and Ján Dernschwam
- 6) For the ideals of the estates: Ján Bocatius and Peter Rávay
- 7) The muses and the rattling of weapons: Mikuláš Zrínsky and Raimondo Montecuccoli
- 8) Old and new approaches towards the natural world: Ján Bayer and Izák Caban
- 9) Intellectuals under siege (?): Daniel Krman and Matej Bel
- 10) Outstanding intellectuals (?): Ján Baltazár Magin and Samuel Timon
- 11) In the interest of “public well being” and of the House of the ruler: Adam František Kollár and Jozef Bencúr
- 12) Homeland, language, identity: Juraj Papánek and Juraj Sklenár

**Recommended literature:**

NOVACKÁ, Mária et al. Od kráľovstva ducha ku kráľovstvu človeka. Bratislava: Tatran 1986.  
ŠKOVIERA, Daniel (ed.). Latinský humanizmus. Bratislava: Kalligram 2009. ISBN 978-80-8101-136-8  
KVAČALA, Ján. Dejiny reformácie na Slovensku do roku 1711. Liptovský Sv. Mikuláš: Tranoscius 1935.  
EVANS, Robert John Weston. Vznik habsburské monarchie, 1550 – 1700. Praha: Argo 2003. ISBN 80-7203-463-4  
Further literature will be mentioned during the semester.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 17

A	ABS	B	C	D	E	FX
64,71	0,0	23,53	11,76	0,0	0,0	0,0

**Lecturers:** Mgr. Peter Benka, PhD.

**Last change:** 28.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-047/22	<b>Course title:</b> Introduction to Roman Epigraphy
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Systematic preparation and active work in classes. Analysis of the selected text and its subsequent elaboration in written form. Final colloquium. One absence is allowed. In the case of the second absence the student prepares a substitute assignment on the assigned topic. In the case of multiple absences (for serious reasons), the lecturer decides on the substitution of duties or on the repetition of the course. The student is evaluated according to active participation in class throughout the whole semester (sub-assignments, papers, translations and analysis of texts, discussion) and according to final colloquium. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The students gain an overview of epigraphic sources -Latin inscriptions and of epigraphy as a science and its importance for the study of the history of ancient antiquity. Students are able to apply basic rules for reading ancient epigraphic sources and they know how to interpret them in a historical context. They are able to work with and to interpret the ancient epigraphic sources of various kinds (fasti Romani, diplomata, miliaria, instrumenta publica, tituli sacri, tituli sepulcrales...). After successful completion of this course, the students know how to work effectively with epigraphic sources, and they also know the basic rules of reading them. The students are able to develop abbreviations, to translate and to interpret. The students are also able to present their knowledge by presenting their own findings and to discuss their interpretations.	
<b>Class syllabus:</b> Introduction to the history of epigraphy. Epigraphy in the world. Epigraphy in Slovakia. The importance of epigraphy for the study of ancient history. Editing and publishing of epigraphic sources. Overview of the most famous collections of inscriptions (CIL, ILS, AE). Corpus inscriptionum Latinarum. Modernising inscription work-inscription databases. Working with online	

inscription databases. Types of Latin inscriptions. Reading selected Latin inscriptions and their interpretation. Final colloquium.

**Recommended literature:**

The students will receive texts of inscriptions at the beginning and during the semester.

VIDMAN, Ladislav. Psáno do kamene, Praha: Academia, 1975.

HOŠEK, Radislav. Tituli Latini Pannoniae Superioris annis 1967 - 1982 in Slovacia reperti.

Praha: Univerzita Karlova, 1984.

SCHUMACHER, Leonhard. Römische Inschriften Lateinisch-Deutsch ausgewählt, übersetzt, kommentiert und mit einer Einführung in die lateinische Epigraphik herausgegeben von

Leonhard Schumacher. Stuttgart: Philipp Reclam, 2001. ISBN 3-15-008512-8

ŠEDIVÝ, Juraj a kol. Latinská epigrafia, dejiny a metodika výskumu historických nápisov zo Slovenska. Bratislava: Univerzita Komenského, 2014. ISBN 978-80-223-3776-2.

KEPPIE, Lawrence. Understanding Roman Inscriptions, London: Johns Hopkins University Press, 1991. ISBN 9780415151436.

SCHMIDT, Manfred G. Einführung in die lateinische Epigraphik, Darmstadt: Wissenschaftliche Buchgesellschaft, 2015. ISBN-10: 3534267559.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Daniela Rošková, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-699/20	<b>Course title:</b> Language and Society in the Early Modern Times
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) preliminary - Students are required to prepare a max. 20 min. presentation of a selected topic (according to the brief syllabus), presenting a brief overview of the major events, development and processes concerning the matter at hand - Students are required to read the sources and historiographic texts assigned by the teacher throughout the term and, subsequently, take active part in the seminar discussion <b>Grading scale:</b> A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of unjustified absences: 2. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students get familiar with the possibilities the study and use of a language offers to historians. The early modern period is characterized by the growing use of vernacular (“popular,” “national”) languages in written and official culture. For its multicultural character, the Kingdom of Hungary constitutes a very specific case in this respect. Therefore, students become familiar with various aspects of language in society, namely different languages and dialects coexisting together, literary vs colloquial languages, their social and cultural roles, the influence of confessional and political views and the way different language issues reflect in the works of scholars. At the end of the course, students are able to approach language from a historical perspective, in the intentions of methodological approaches of the time and can analyze the social and cultural (i.e. non linguistic) aspects of language.	
<b>Class syllabus:</b>	

- 1) Theoretical foundations. Language, dialect, sociolect. Language community. Bilingualism and diglossia.
- 2) The beginnings of vernacular written culture in the Middle Ages. Pragmatic literature and literary traditions.
- 3) The Kingdom of Hungary as a multilingual society in the late Middle Ages and early modern times. Latin as the administrative, ecclesiastical and educational language.
- 4) The language of a political community.
- 5) The Language(s) of an urban community.
- 6) Language in the European Forum. Diplomacy, interpreting, translations. Ciphers.
- 7) Humanism and the comeback of classical Latin. The beginnings of philology. Grammaticalization.
- 8) The reformation and the new tasks of language.
- 9) Printing and the standardization of vernacular languages.
- 10) "Anxiety about scarcity" and linguistic pride. Purification efforts vs intelligibility.
- 11) Language and collective identity.
- 12) Vernacular literary tradition. Education.
- 13) Prospects for modern times.

**Recommended literature:**

BURKE, Peter. Jazyky a společenství v raně novověké Evropě. Praha: NLN, 2011. ISBN 978-80-7422-069-2

BENKA, Peter. Jazyk a mesto : Bardejov v ranom novoveku. Bratislava: UK, 2019. ISBN 978-80-223-4853-9

ĎUROVIČ, Ľubomír. O slovenčine a Slovensku. Bratislava: VEDA, 2004. ISBN: 978-80-224-0806-9

Further literature and reading assignments will be provided during the semester.

**Languages necessary to complete the course:**

Slovak

English and Czech for reading

**Notes:**

The course thematically corresponds with the research grants, currently realized at the Department of Slovak History, namely: APVV-16-0374 and APVV-20-0598.

**Past grade distribution**

Total number of evaluated students: 10

A	ABS	B	C	D	E	FX
80,0	0,0	10,0	10,0	0,0	0,0	0,0

**Lecturers:** Mgr. Peter Benka, PhD.

**Last change:** 28.03.2023

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-muHI-988/16	<b>Course title:</b> Methodology of History
<b>Number of credits:</b> 3	
<b>Educational level:</b> D, II.	
<p><b>Course requirements:</b></p> <p>State exam consist of presentation of two semester project of didactic analysis of thematic unit of curriculum and of appropriate responses to particular questions related to presentation.</p> <p>The student can take the state exam</p> <ol style="list-style-type: none"> <li>a) after obtaining at least such number of credits that after obtaining credits for successful completion of state exams, they achieve the necessary number of credits for the proper completion of studies,</li> <li>b) after successful completion of compulsory subjects, compulsory elective subjects, and elective subjects in the composition determined by the study program,</li> <li>c) after fulfilling the student's obligations arising from § 71, par. 3 letter b of the Higher Education Act,</li> <li>d) if no disciplinary action is taken against them.</li> </ol> <p>Successful completion of the state exam is one of the conditions for successful completion of the study program. The subject of the state exam is evaluated by the committee for state exams using the grading scale A-FX. The evaluation of the state examination or its part is decided by the examination committee by consensus. If the examination committee does not reach a consensus, the evaluation of the state examination or its part is decided by voting.</p> <p>On the basis of the wording of the study regulations of the faculty (Internal Rules and Regulations 5/2020, Art. 15), the framework dates of state examinations are set by the dean in accordance with the faculty's academic schedule. Departments are obliged to publish the dates of their state exams on the website no later than 5 weeks before they take place. The student registers for the state exam through the academic information system (AIS) at least three weeks before it takes place.</p> <p>The student is entitled to one regular and two resit attempts of the state exam. The regular attempt is the one for which the student applied for the first time within the deadline set for state exams. If the student was evaluated with the FX mark on the regular attempt of the state exam, the student may take resits of the state exam</p> <ol style="list-style-type: none"> <li>a) on the following dates assigned for state examinations in the relevant academic year or</li> <li>b) on the dates assigned for state examinations in one of the following academic years in accordance with § 65, par. 2 of the Higher Education Act.</li> </ol> <p>If the student is unable to come on the day of the state exam for which they have registered on serious grounds, they are obliged to apologize in writing to the chairman of the examination committee in advance or no later than three working days after the date of the state examination or its part, if there were serious obstacles that prevented them to do so in advance. If the student does not attend the state examination or its part without an excuse within the specified period, or if the chairman of the examination committee does not accept their excuse, they are assessed with the FX grade from that attempt of the state exam.</p> <p>Scale of assessment (preliminary/final): 0/100</p>	

**Learning outcomes:**

The students who passes the state exam of Didactic of History has comprehensively mastered the core competencies, which are essential requirements of teaching the history. Those competencies are outcomes of theoretical and practical procession of curriculum determined by educational standard for elementary school and particular types of secondary grammar school. The didactic analysis is connected to structure of question of state exams.

**Class syllabus:**

1. The student arrives on the registered date of the state exam according to the schedule set by the department.
2. Before examination committee student presents his two-semester project of didactic analysis of thematic unit of curriculum
3. After the presentation the student receives questions, which follow or are related to the presentation of analysis of student receives a question from the subject of the state exam, which is submitted
4. After the student finishes their answer, the examination committee decides on the results of the state exam in a closed session of the examination committee. The course of the state exam and the announcement of its results are public.

**State exam syllabus:**

Knowledge of various methods, approaches and techniques of creation of curriculum and schemes and about administrative forms of work and evaluating, presentation of specific thematic unit of curriculum

**Recommended literature:**

Recommended literature is sum of didactic and methodology documents in portfolio – archive of each student

**Languages necessary to complete the course:**

Slovak

**Last change:** 02.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-muDE-190/00	<b>Course title:</b> Methodology of History 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning, distance learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b>	
<b>Educational level:</b> D, II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The students didactically reconstruct the learning content in their own didactic analysis of the selected thematic unit, which constitutes their final semestral project. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students have core competencies which together form the main prerequisites for their history teaching in each type of school. These are especially; the competence to define the main categories, the essential features of teaching history, then the competence to carry out goal-oriented activities, to work actively with the structure of learning objectives and to cognitively differentiate and rate them. Another competence the students possess is to arrange learning paths - methods and, on their basis, to stage learning figures - situations and, consequently, to reflect on their own teaching.	
<b>Class syllabus:</b> 1. On the problem of diagnosing and revealing the lived present relation of pupils to the past. 2. Past - present - future as a temporal structure of the world. 3. Reflected handling of the categories of time, space, society, economy, government, power, change and continuity, reality, and fiction, right and wrong. 4. Fostering the ability to temporalize and dimensionalize historical events. Differentiating students' ability to say "we" about different groups in the perspective of time. Recognizing and problematizing social differences and forms of governance in a particular society. Reflecting on the changeability of phenomena. Debunking legends and myths and distinguishing between contemporary and historical norms. 5. Goal-oriented activity, active planning of the history teacher and his/her orientation in the structure of learning objectives. 6. The teacher's ability to cognitively differentiate and cognitively grade learning objectives, learning tasks and questions, and test items according to difficulty. 7. Theoretical background - Bloom's taxonomy (1956, 2001). 8. Didactic analysis of the thematic unit of learning (analytical definition of the individual meanings of the thematic unit, analysis of the structure of the learning objectives, methodological analysis). 9. The	

problem of the internal structure of the learning content - theoretical basis Jerome Bruner, practical methods, and forms of work in teaching oriented to the internal structure. 10. Methodological principles of teaching history 11. Arranging learning paths - methods of history teaching 12. Staging learning figures, learning situations 13. The problem of reflection of the teacher's teaching and his pupils' learning.

**Recommended literature:**

KRATOCHVIL, Viliam. Metafora stromu ako model didaktiky dejepisu. K predpokladom výučby. Bratislava : Raabe, 2019. ISBN 978-80-8140-365-1.

KRATOCHVÍL, Viliam. Modely na rozvíjanie kompetencií žiakov. K transformácii vzťahu histórie a školského dejepisu. Bratislava : Stimul, 2004. ISBN 80-88982-94-4.

MAREŠ, Jiří. Pedagogická psychologie. Praha : Portál, 2013. ISBN 978-80-262-0174-8.

PETTY, Geof. Moderní vyučování. Praha : Portál, 2013. ISBN 978-80-262-0367-4.

VÁGNEROVÁ, Marie. Dětství a dospívání. Praha : Karolinum, 2012. ISBN 978-80-246-2153-1

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 399

A	ABS	B	C	D	E	FX
28,32	0,0	29,07	30,58	9,77	1,5	0,75

**Lecturers:** doc. PhDr. Viliam Kratochvíl, PhD., doc. Mgr. Vincent Múcska, PhD.

**Last change:** 10.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-muDE-191/00	<b>Course title:</b> Methodology of History 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning, distance learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> D, II.	
<b>Prerequisites:</b> FiF.KVD/A-muDE-190/00 - Methodology of History 1	
<b>Course requirements:</b> The students continue with the didactic reconstruction of the learning content. The didactic analysis of the thematic unit within the final two-semesteral project is classified. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students have core competencies which together form the main prerequisites for their history teaching in each type of school. These are especially; the competence to define the main categories, the essential features of teaching history, then the competence to carry out goal-oriented activities, to work actively with the structure of learning objectives and to cognitively differentiate and rate them. Another competence the students possess is to arrange learning paths - methods and, on their basis, to stage learning figures - situations and, consequently, to reflect on their own teaching.	
<b>Class syllabus:</b> 1. On the problem of diagnosing and revealing the lived present relation of pupils to the past. 2. Past - present - future as a temporal structure of the world. 3. Reflected handling of the categories of time, space, society, economy, government, power, change and continuity, reality, and fiction, right and wrong. 4. Fostering the ability to temporalize and dimensionalize historical events. Differentiating students' ability to say "we" about different groups in the perspective of time. Recognizing and problematizing social differences and forms of governance in a particular society. Reflecting on the changeability of phenomena. Debunking legends and myths and distinguishing between contemporary and historical norms. 5. Goal-oriented activity, active planning of the history teacher and his/her orientation in the structure of learning objectives. 6. The teacher's ability to cognitively differentiate and cognitively grade learning objectives, learning tasks and questions, and test items according to difficulty. 7. Theoretical background - Bloom's taxonomy (1956, 2001). 8. Didactic analysis of the thematic unit of learning (analytical definition of the individual meanings of the thematic unit, analysis of the structure of the learning objectives, methodological analysis). 9. The	

problem of the internal structure of the learning content - theoretical basis Jerome Bruner, practical methods, and forms of work in teaching oriented to the internal structure. 10. Methodological principles of teaching history 11. Arranging learning paths - methods of history teaching 12. Staging learning figures, learning situations 13. The problem of reflection of the teacher's teaching and his pupils' learning.

**Recommended literature:**

KRATOCHVIL, Viliam. Metafora stromu ako model didaktiky dejepisu. K predpokladom výučby. Bratislava : Raabe, 2019. ISBN 978-80-8140-365-1.

KRATOCHVÍL, Viliam. Modely na rozvíjanie kompetencií žiakov. K transformácii vzťahu histórie a školského dejepisu. Bratislava : Stimul, 2004. ISBN 80-88982-94-4.

MAREŠ, Jiří. Pedagogická psychologie. Praha : Portál, 2013. ISBN 978-80-262-0174-8.

PETTY, Geof. Moderní vyučování. Praha : Portál 2013. ISBN 978-80-262-0367-4

VÁGNEROVÁ, Marie. Dětství a dospívání. Praha : Karolinum, 2012. ISBN 978-80-246-2153-1.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 368

A	ABS	B	C	D	E	FX
54,35	0,0	23,37	11,14	4,35	4,89	1,9

**Lecturers:** doc. PhDr. Viliam Kratochvíl, PhD., doc. Mgr. Vincent Múcska, PhD.

**Last change:** 10.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-758/00	<b>Course title:</b> Political Propaganda in the 20th Century
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation during classes 25% Presentation of a chosen study/chapter 25% Presentation and written report of student's own research (term paper with length of ca. 10 pages) 50% Grading scale: A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Students know basic tools of propaganda and can discern their presence in a historical source. On the appropriate level, they can analyse contents of both textual and visual sources. They understand local sources as well as influences from abroad of various policies on propagandistic contents. They have knowledge of developments of institutional framework for propaganda and censorship. They also understand mechanisms of and obstacles to public activities of political propaganda over the course of the 20th century.	
<b>Class syllabus:</b> I. Introduction, overview of history, terminology, specifics of totalitarian production... II. Propaganda and lived reality in the totalitarian regime. Tools, environment, institutions. III. Language of propaganda. Press. Semantics and syntax. IV. Visual arts in service of propaganda. Topics, symbols, patterns. V. Literature of socialist realism. Ideals, heroes, enemies. VI. European totalitarian regimes in the 1920s and 1930s and their propaganda.	

VII. Propaganda in the WWII, possibilities for democratic frameworks.  
 VIII. Suppression of independence, control, institutions, censorship, their limitations  
 IX. Chosen territory: Czechoslovakia I., first encounters with totalitarian propaganda, received patterns, enforced patterns and local specifics. German vs. local production...  
 X. Chosen territory: Czechoslovakia II, Communist power, revived and new patterns and topics...  
 XI-XII-XIII Final presentations, peer review, evaluation.

**Recommended literature:**

BITTMAN, Ladislav. Mezinárodní dezinformace: Černá propaganda, aktivní opatření a tajné akce, Praha: Mladá fronta, 2000. ISBN 80-204-0843-6

MACURA, Vladimír. Šťastný věk. Symboly, emblémy a mýty 1948–1989. Praha: Academia, 2008.

ISBN 978-80-200-1669-0

ZAVACKÁ, Marína. Kto žije za ostatným drôtom? Oficiálna zahraničnopolitická propaganda na Slovensku, 1956 - 1962: teórie, politické smernice a spoločenská prax. Bratislava: Ústav politických vied SAV, 2005. ISBN 80-224-0897-2

Further literature specified on the basis of student's choices and specific assignments.

**Languages necessary to complete the course:**

Slovak

Czech (reading)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 56

A	ABS	B	C	D	E	FX
42,86	0,0	10,71	5,36	3,57	8,93	28,57

**Lecturers:** Mgr. Marína Zavacká, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-724/18	<b>Course title:</b> Presentation of Scientific Work
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> active participation during classes, presentation of a prepared .ppt on the topic of the bachelor's thesis and submitting of the presentation Assessment Scale A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of unjustified absences: 2 Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> After the completion of the course, students are capable of preparing a presentation of their bachelor thesis for the state examination. They have better technical skills and capabilities in work with PowerPoint and other software used for presenting. They are prepared for practice of preenting results of their research at scientific conferences and other scientific events.	
<b>Class syllabus:</b> 1. Introduction, possibilities of presentation software, pros and cons 2. Basic principles of the presentation's structure. 3. Mistakes made in presentations. 4. Tools to adjust graphics (GIMP) 5. Preparation for public presentation 6. - 12. Students' presentations, analysis and feedback.	
<b>Recommended literature:</b>	

DAY, R. A. – GASTEL, B. How to Write and Publish a Scientific Paper. (7. ed.) Greenwood : ABC-CLIO, Llc, 2011. ISBN 978-0313391972  
 MANSER, M. H. – CURTIS, S. Penguin Writer's Manual. Penguin UK, 2004. ISBN 978-0140514896  
 KING, S. O psaní, memoáry o řemesle. Praha : BETA – Dobrovský, 2005. ISBN 8073061880  
 Articles and lectures by M. ŠPÁLA (Jak se připravit na odbornou přednášku, Jak připravit přednášku a napsat článek a v čem se liší, etc. /online/)  
 Courses, videos and instructions for PowerPoint 2013, online, url:[ <https://support.office.com/sk-sk/article/%C5%A0koliace-kurzy-vid%C3%A1-a-%C5%A1kolenia-pre-PowerPoint-2013-bd93efc0-3582-49d1-b952-3871cde07d8a?ui=sk-SK&rs=sk-SK&ad=SK>]

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 12

A	ABS	B	C	D	E	FX
33,33	0,0	16,67	25,0	8,33	0,0	16,67

**Lecturers:** Mgr. Angelika Herucová, PhD.

**Last change:** 28.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-689/14	<b>Course title:</b> Reading and Interpreting 16th to 18th Centuries Diplomatic Documents Relevant to Slovak History
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> <p>The students' results are evaluated exclusively by continuously checking their performance during the teaching part of the semester. Student are classified in the last lesson of the credit week. During the teaching period of the semester, students actively participate in practical tasks related to reading and interpretation of the source material (provided by the teacher, assigned in advance). Students are required to put in individual work as part of preparation (in form of three assignments). Three times during semester, each of them is assigned an example of a written source in manuscript form (at least two weeks in advance). They are then expected to prepare its elementary paleographic analysis and transription. This is then presented during a lesson, combined with a discussion, during which the source is an object of historical analysis. In case of unsatisfactory fulfillment of the assignment (repeated three times a semester), there is a possibility of a substitute, i.e. the teacher assigns the student another document. There is the limitation, however, that each such unsatisfactorily presened document can be substituted only once. After meeting this requirement, during the last meeting in the semester a colloquy is organised where each student is allotted one of the sources assigned during the semester and, subsequently, reads and interprets it.</p> <p>Grading scale:          A = 100% – 92%          B = 91% – 84%          C = 83% – 76%          D = 75% – 68%          E = 67% – 60%          Fx = 59% – 0%</p> <p>Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment.          Scale of assessment (preliminary/final): 100/0</p>	
<b>Learning outcomes:</b> Students have an overview of diplomatic written production on the level of local self-administration (noble counties, feudal domains, free royal towns, market towns, villages), state administration	

(offices on the level of the kingdom as well as the Habsburg monarchy) and other subjects (universities, Churches, loca credibilia, and other) in the early modern period. They are capable of reading the written sources of administrative character, transcribe them, analyse and interpret their contents in the historical context.

**Class syllabus:**

1. Basic diplomatic categories (charter, administrative book, accounting material, and beyond) and language of the source.
2. Written (in paleographic terms diplomatic) practice in early modern Hungary/Habsburg Monarchy. Its transformations.
3. Archives, archival funds, digitisation, databases of early modern source material, source editions.
4. Charter - one of the diplomatic categories.
5. Church diplomatics - reading and analysis of a source.
6. Urban diplomatics - reading and analysis of a source
7. Diplomats of royal chancery - reading and analysis of a source
8. Diplomats of loca credibilia - reading and analysis of a source
9. Diplomatic practice of a feudal estate - reading and analysis of a source
10. Diplomats of noble counties - reading and analysis of a source
11. Diplomats of Hungarian kingdom's authorities - reading and analysis of a source
12. Final colloquy and completion of preliminary grading

**Recommended literature:**

HÚŠČAVA, Alexander. Dejiny a vývoj nášho písma. Bratislava: Slovenská akadémia vied a umení, 1951.

LEHOTSKÁ, Darina. Príručka diplomatiky. Bratislava: Slovenská archívna správa, 1972.

NOVÁK, Jozef et al. Paleografická čítanka. Pomôcka na čítanie rukopisov z 12. – 19. storočia. Martin: Slovenská genealogicko-heraldická spoločnosť, 2001. ISBN 80-7090-599-9.

LEHOTSKÁ, Darina. Transkripčné pravidlá, odborná terminológia a ukážky latinských textov. Bratislava: Univerzita Komenského, 1982.

MAREK, Miloš. Slovník stredovekej a novovekej latinčiny na Slovensku. 2. vyd. Trnava: Filozofická fakulta Trnavskej univerzity, 2020. ISBN 978-83-8111-176-8.

**Languages necessary to complete the course:**

Slovak  
reading: German, Latin

**Notes:****Past grade distribution**

Total number of evaluated students: 25

A	ABS	B	C	D	E	FX
72,0	0,0	16,0	8,0	0,0	4,0	0,0

**Lecturers:** PhDr. Eva Benková, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-180/00	<b>Course title:</b> Reading and Interpreting Medieval Latin Charters
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The credit granting scheme consist of two parts: 70% preliminary - students are required to take active part at the seminars, namely reading, translating and interpreting medieval diplomatic sources written in Latin (charters, letters, forms, etc.). A minor part of the seminars is a discussion of those elements of the relevant source that do not concern their content (publisher, reason for issuing, motivation, authentication, sealing, etc.). 30% final - transcript of a charter. At the first session, students are assigned a specific source they need to transcribe. They also need to prepare a written paper consisting of up to 2 standard pages (3600 characters with spaces). In their papers, students need to summarize the content of the source, evaluate its authenticity, the publisher's motivation, etc. If possible, students are assigned sources having to do with the topic of their theses. To be granted the necessary credits, students need to submit the transcript and accompanying written paper by the credit week (on the day of the last seminar). <b>Grading scale:</b> A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of unjustified absences: 2 Scale of assessment (preliminary/final): 70/30	
<b>Learning outcomes:</b> At the end of the course, students have basic knowledge of Latin paleography and its development, and can read and understand medieval documents. They also have a basic knowledge of medieval documents as basic sources for researching medieval history. They are familiar with the structure of medieval documents and the system of Latin abbreviations. After completing the course, students	

are able to work independently with original diplomatic sources in Latin, which they can then use when writing their final theses.

**Class syllabus:**

1. Initial session: Getting acquainted with the course requirements, credit granting scheme, basic literature and source editions. Students are assigned the sources they need to transcribe.
2. Overview of freely accessible internet databases of diplomatic sources (Hungaricana, Monasterium ...).
3. Theory 1: Basics of Latin paleography in the Kingdom of Hungary in the middle ages. The development of diplomacy in the Kingdom of Hungary in the 13th - 15th century. Characteristics of medieval documents, their external and internal features. System of abbreviations used by writers of medieval documents.
4. Theory 2: Difficulties in examining the authenticity of medieval documents. Ways of sealing a medieval document, dorsal notes. Border-defining charters and their analysis. Medieval documents as the main source of information on the genealogy of aristocratic families and their land possessions.
5. Reading and interpreting 1: XI - XII century charters from the Kingdom of Hungary.
6. Reading and interpreting 2: XIII - XV century charters from the Kingdom of Hungary.
7. Reading and interpreting 3: XI - XV century medieval charters of Czech provenance.
8. Reading and interpreting 4: Medieval charter of Imperial provenance concerning the Kingdom of Hungary - Bavarian charters.
9. Reading and interpreting 5: Medieval charters of imperial provenance concerning the Kingdom of Hungary - Austrian and Styrian charters.
10. Reading and interpreting 6: Charters from the papal office.
11. Reading and interpreting 7: Source chosen by the student.
12. Reading and interpreting 8: Source chosen by the student. Evaluating the students' preliminary activity and the course completion. Closing the seminar.

**Recommended literature:**

HÚŠČAVA, Alexander. Dejiny a vývoj nášho písma. Bratislava: SAV, 1951.  
NOVÁK, Jozef et al. Paleografická čítanka. Pomôcka na čítanie rukopisov z 12. – 19. storočia. Martin: Slovenská genealogicko-heraldická spoločnosť pri MS, 2001. ISBN 80-7090-599-9  
LEHOTSKÁ, Darina. Transkripčné pravidlá, odborná terminológia a ukážky latinských textov. Bratislava: Univerzita Komenského v Bratislave, 1982.  
MAREK, Miloš (ed.). Slovník stredovekej a novovekej latinčiny na Slovensku. Glossarium mediae et infimae Latinitatis Slovaciae. Trnava, Kraków: Filozofická fakulta Trnavskej univerzity v Trnave - Towarzystwo Słowaków w Polsce, 2017. ISBN 9788374909877  
ŠPAŇÁR, Július – HRABOVSKÝ, Jozef. Latinsko-slovenský a slovensko-latinský slovník. Bratislava: SPN – Mladé letá, 2012. 1 224 s. ISBN 9788010022335.  
Source material will be provided by the teacher during the semester.

**Languages necessary to complete the course:**

Slovak  
Latin

**Notes:****Past grade distribution**

Total number of evaluated students: 82

A	ABS	B	C	D	E	FX
58,54	0,0	30,49	8,54	0,0	0,0	2,44

<b>Lecturers:</b> PhDr. Jakub Palko, PhD.
<b>Last change:</b> 28.06.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-184/11	<b>Course title:</b> Reading and Interpreting the 1918 - 1945 Period Narrative Sources
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) preliminary - students are required to attend the lessons regularly, take active part in them and engage in the discussions of the different term syllabus topics. b) final - students need to deliver a term paper on a selected topic interpreting and analyzing the selected narrative source. The extent of the paper has to be 10 pages in their own words and must include footnotes and bibliography. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of unjustified absences: 3. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> At the end of the course, students are able to work effectively and creatively with narrative sources (especially memoirs, diaries and different literary texts) on the period 1918 - 1948. They are able to use their own approach to interpret narrative sources. They can also lead a scholarly discussion and formulate authentic ideas and observations. They can recognize and determine the information value of narrative sources.	
<b>Class syllabus:</b> 1. Definition and typology of narrative sources. Basic definitions of the different types and genres of narrative sources. 2. Memoirs. Characteristics of this key narrative source. 3. Reading and interpreting memoirs by Slovak politicians and economists. By mutual agreement, the students choose the specific works they want to work with from among the list of works offered by the teacher. 4. Reading and interpreting memoirs by Slovak writers and Bohemians. The students choose the specific works they want to work with from among the list of works offered by the teacher. 5. Reading and interpreting memoirs by Slovak artists. The students choose the specific works they want to work with from among the list of works offered by the teacher.	

6. Reading and interpreting memoirs by Slovak musicians, singers and actors. The students choose the specific works they want to work with from among the list of works offered by the teacher.
7. Reading and interpreting diaries by Slovak politicians. The students choose the specific works they want to work with from among the list of works offered by the teacher.
8. Reading and interpreting critical-realistic novels. The students choose the specific works they want to work with from among the list of works offered by the teacher.
9. Reading and interpreting social-critical and ideologically motivated poetry. The students choose the specific works they want to work with from among the list of works offered by the teacher.
10. Presenting, discussing and recapitulating acquired knowledge.

**Recommended literature:**

HRUŠOVSKÝ, Ján. Umelci a bohémi. Bratislava : Slovenský spisovateľ, 1963.

PONIČAN, Ján. Búrlivá mladosť. Spomienky. 1. 1920 - 1938. Bratislava : Slovenský spisovateľ, 1975.

VAŠŠ, Martin. Spomienky predstaviteľov slovenskej umeleckej bohémy na ich službu v rakúsko-uhorskej armáde počas prvej svetovej vojny. In Studia Academica Slovaca 43. Bratislava : Univerzita Komenského, 2014, pp. 112 – 134.

Vznik Slovenského štátu. 14. marec 1939. Spomienky aktérov historických udalostí. 1. diel. Valerián Bystrický, Róbert Letz, Ondrej Podolec. (Eds.) Bratislava : Academic Electronic Press, 2007. (Spomienky : Ján Bečko, Ferdinand Čatloš, Ján Dafčík, Ferdinand Ďurčanský, Anton Granatier, Franz Karmasin, Ján Kaššovic, Jozef. M. Kirschbaum, Viliám Kovar, Ján Lichner, Alexander Mach, Karol Murgaš.) ISBN 978-80-88880-79-0

Vznik Slovenského štátu. 14. marec 1939. Spomienky aktérov historických udalostí. 2. diel. Valerián Bystrický, Róbert Letz, Ondrej Podolec (Eds.), Bratislava : Academic Electronic Press, 2008. (Spomienky : Gejza Medrický, Ľudovít Mutňanský, Ján Paulíny-Tóth, Karol Sidor, Martin Sokol, Julius Stano, Ladislav Szathmáry, Jozef Turanec, Peter Zaťko. Zázpisnice z výsluchov: Alfréd Helmut Naujoks, Arttur Seyss-Inquart, Pavol Teplanský, Jozef Tiso, Ján Ursíny.) ISBN 978-80-88880-82-0

Further literature will be specified during the semester.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 59

A	ABS	B	C	D	E	FX
62,71	0,0	16,95	11,86	1,69	0,0	6,78

**Lecturers:** doc. Mgr. Martin Vašš, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-729/19	<b>Course title:</b> Reading, Interpretation and Basics in Coding Slovak-Related Manuscripts of the 16th to 18th Centuries
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are evaluated based on their continuous work and final results. The preliminary part accounts for 60% of their score. For this purpose, students are required to continuously prepare for the seminars, read specified scholarly texts and take active part when reading and interpreting the sources during the different seminars. Part of the seminars is also the presentation of the basics of creating (not only) digital editions of sources. To obtain the remaining 40% of the overall score, students are required to submit a final draft of the digitized source. This requires reading, probably also translating, assessing the source, being familiar with its context, as well as being familiar with XML coding language and TEI digitization standards. Students who fail to submit their final theses will not be assessed. Maximum number of unjustified absences: 2 per term. The exact progression, a more detailed list of the lectures, as well as the deadline for submitting the final thesis will be announced at the beginning of the semester. Grading scale: A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> Throughout the course, students get acquainted with the source documents concerning the early modern period (16th-18th century), mostly written in a form of Slovak prior to its codification. Student get an overview and knowledge of sources of different genres and nature. Focus is primarily made on reading, followed by the interpretation and assessment of the sources. At the seminar,	

students become familiar with the basics of editing sources in a digital form. After successfully completing the course, students are able to identify, read and interpret the context and circumstances in which the source originated. They can also produce basic digital drafts of source on their own.

**Class syllabus:**

Critical editions of sources. Overview of the most important source databases and (digital) editions.  
2. Basic rules for editing early modern sources.  
3. Platforms for the text recognition of historical documents (Transkribus, ...)  
4. - 7. Source reading and interpreting - selection fitting the needs of students (study cases on the example of the sources to their diploma theses)  
8. Basics of document digitization - Basics of XML language.  
9. Basics of document digitization - TEI standards.  
10. Basics of document digitization (practical part)

**Recommended literature:**

\* NEMEŠ, Jaroslav. Z prameňov dejín raného novoveku: učebné texty k 16. a 17. storočiu. Ružomberok: Verbum, 2012, 249 p. ISBN 9788080848972.  
\* NOVÁK, Jozef. Paleografická čítanka: pomôcka na čítanie rukopisov z 12.-19. storočia. Martin: Slovenská genealogicko-heraldická spoločnosť pri Matici slovenskej, 2001, 175 p. ISBN 8070905999.  
\* KRAJČOVIČ, Rudolf. Čeština a slovenčina v starších archiváliách v predpisovnom období. Bratislava: Univerzita Komenského, 1991, 102 p. ISBN 8022303895.  
\* Monumenta Linguae Slovacae vol. 1 – vol. VII. Bratislava: Univerzita Komenského, 2018 - 2021  
\* E-learning:  
PIERAZZO, Elena – BURGHART, Marjorie. Digital Scholarly Editions: Manuscripts, Texts and TEI Encoding; [videos available on youtube]

**Languages necessary to complete the course:**

Slovak  
Latin - reading  
German - reading

**Notes:**

Students will be asked to use their own laptops during lessons and to install freely available, open source programs needed for work.  
The course thematically corresponds with the research grants, currently realized at the Department of Slovak History, namely: APVV-16-0374 and APVV-20-0598.

**Past grade distribution**

Total number of evaluated students: 2

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Ivana Lukáč Labancová, PhD., Mgr. Peter Benka, PhD.

**Last change:** 28.03.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-049/19	<b>Course title:</b> Roman Epigraphy as a Resource of Ancient Rome's Social History
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Systematic preparation and activity during the semester. Analysis and a written paper of a chosen text. Final colloquium. One absence is permitted, two more absences could be compensated with an assignment on a chosen topic. In the case of more absences the teacher decides about the additional assignments or the repetition of the course. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The students gain knowledge about the epigraphic sources – Latin inscriptions and about epigraphy as a science and its importance for the study of ancient history. They know the basic rules of reading ancient epigraphic sources and they can interpret them in a historical context. They can work with ancient epigraphic sources of different types (fasti Romani, diplomata, miliaria, instrumenta publica, tituli sacri, tituli sepulcrales...) especially with grave inscriptions. With their interpretation they exhibit their knowledge in the form of presentation and discussion of their interpretations. After finishing the course, the students can work with epigraphic sources (reading, resolving abbreviations, translating, and interpreting them) and apply them to their research.	
<b>Class syllabus:</b> Brief history of epigraphy The importance of epigraphy in the study of ancient history Editing and publishing epigraphic sources. The most famous editions of inscriptions (CIL, ILS, AE) Modernization of work with inscriptions – work with online databases of inscriptions Types of Latin inscriptions Family epitaphs Imperial epitaphs – dedicatory and grave inscriptions Instrumenta domestica	

<p>Votive inscriptions  Reading of chosen Latin inscriptions and their interpretation  Final colloquium</p>						
<p><b>Recommended literature:</b>  Students will receive the texts of the inscriptions from the teacher at the beginning and during the semester. Texts and additional literature will be available in MS TEAMS.  VIDMAN, Ladislav. Psáno do kamene, Praha: Academia, 1975.  HOŠEK, Radislav. Tituli Latini Pannoniae Superioris annis 1967 - 1982 in Slovacia reperti. Praha: Univerzita Karlova, 1984.  SCHUMACHER, Leonhard. Römische Inschriften Lateinisch-Deutsch ausgewählt, übersetzt, kommentiert und mit einer Einführung in die lateinische Epigraphik herausgegeben von Leonhard Schumacher. Stuttgart: Philipp Reclam, 2001. ISBN 3-15-008512-8  ŠEDIVÝ, Juraj a kol. Latinská epigrafia, dejiny a metodika výskumu historických nápisov zo Slovenska. Bratislava: Univerzita Komenského, 2014. ISBN 978-80-223-3776-2.  KEPPIE, Lawrence. Understanding Roman Inscriptions, London: Johns Hopkins University Press, 1991. ISBN 9780415151436.  SCHMIDT, Manfred G. Einführung in die lateinische Epigraphik, Darmstadt: Wissenschaftliche Buchgesellschaft, 2015. ISBN-10: 3534267559.</p>						
<p><b>Languages necessary to complete the course:</b>  Latin language - at least 2 semesters of Latin; basic knowledge of Latin and work with Latin texts.</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b>  Total number of evaluated students: 23</p>						
A	ABS	B	C	D	E	FX
91,3	0,0	4,35	4,35	0,0	0,0	0,0
<p><b>Lecturers:</b> Mgr. Daniela Rošková, PhD.</p>						
<p><b>Last change:</b> 11.06.2022</p>						
<p><b>Approved by:</b></p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-037/12	<b>Course title:</b> Russian for Historians 1
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Written tests, compositions, brief presentations. The Grading Scale is set as: 100 % – 91% A, 90 – 81% B, 80% – 73% C, 72% – 66% D, 65% – 60% E, 59% and less – FX (a student does not fill the conditions for evaluation). Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): Evaluation score value: 100/0	
<b>Learning outcomes:</b> Students can use a language (writing, vocabulary, grammar) and communication competence (receptive and productive) which are necessary for daily communication on the topic of personal, professional life and which are also useable for factual conversation.	
<b>Class syllabus:</b> The student acquires: <ul style="list-style-type: none"> <li>• font system</li> <li>• general vocabulary which is directly related to daily life and professional interests (1)</li> <li>• grammar rules (morphological and syntactic), which are necessary to perception and production of texts in common situations of personal and professional life (1)</li> <li>• learning and development the receptive and productive skills, which are necessary for communication on the topics of common life and are also useable for factual conversation. (1)</li> <li>• making and keeping contact, personal life, family, work, hobbies, and free time.</li> </ul>	
<b>Recommended literature:</b> BALÁŽ, G [et al.] : Krátka gramatika ruského jazyka. Bratislava: SPN, 1976. BALCOVÁ, T.: Rusko-slovenský a slovensko-ruský slovník. Bratislava: Kniha – Spoločník, 2006. ISBN 80-88814-45-6. KOLLÁR, D. a kol.: Slovensko-ruský slovník. Bratislava: SPN, 1976. NEKOLOVÁ, V., Camutaliová, I., Vasiljevova-Lešková, A.: Ruština nejen pro samouky. Praha: Leda, 2002. ISBN 80-85927-96-9.	

Jazykovo dostupné autentické tlačové materiály						
<b>Languages necessary to complete the course:</b> Russian, Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 67						
A	ABS	B	C	D	E	FX
50,75	0,0	22,39	11,94	5,97	0,0	8,96
<b>Lecturers:</b> prof. Mgr. Miroslav Daniš, CSc.						
<b>Last change:</b> 11.06.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-038/12	<b>Course title:</b> Russian for Historians 2
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> FiF.KVD/A-moHI-037/12 - Russian for Historians 1	
<b>Course requirements:</b> Written tests, compositions, brief presentations. The Grading Scale is set as: 100 % – 91% A, 90 – 81% B, 80% – 73% C, 72% – 66% D, 65% – 60% E, 59% and less – FX (a student does not fill the conditions for evaluation). Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): Evaluation score value: 100/0	
<b>Learning outcomes:</b> Students can use a language (writing, vocabulary, grammar) and communication competence (receptive and productive) which are necessary for daily communication on the topic of personal, professional life and which are also useable for factual conversation.	
<b>Class syllabus:</b> The student acquires: <ul style="list-style-type: none"> <li>• font system</li> <li>• general vocabulary which is directly related to daily life and professional interests (2)</li> <li>• grammar rules (morphological and syntactic), which are necessary to perception and production of texts in common situations of personal and professional life (2)</li> <li>• learning and development the receptive and productive skills, which are necessary for communication on the topics of common life and are also useable for factual conversation (2).</li> <li>• making and keeping contact, personal life, family, work, hobbies and free time.</li> <li>• intercultural communication, travelling to work and hobbies, orientation in the city, lifestyle, housing culture, eating habits, city – city history</li> </ul>	
<b>Recommended literature:</b> BALÁŽ, G [et al.] : Krátka gramatika ruského jazyka. Bratislava: SPN, 1976. BALCOVÁ, T.: Rusko-slovenský a slovensko-ruský slovník. Bratislava: Kniha – Spoločník, 2006. ISBN 80-88814-45-6. KOLLÁR, D. a kol.: Slovensko-ruský slovník. Bratislava: SPN, 1976.	

NEKOLOVÁ, V., Camutaliová, I., Vasiljevova-Lešková, A.: Ruština nejen pro samouky. Praha: Leda, 2002. ISBN 80-85927-96-9.  
Jazykovo dostupné autentické tlačové materiály

**Languages necessary to complete the course:**  
Russian, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 53

A	ABS	B	C	D	E	FX
50,94	0,0	33,96	9,43	0,0	3,77	1,89

**Lecturers:** prof. Mgr. Miroslav Daniš, CSc.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-493/18	<b>Course title:</b> SC: 1956 and Its Impact on the Events in Czechoslovakia
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are required to take active part in the lessons. They need to produce, present and submit a written paper on an assigned topic. The paper needs to cover the most important issues of the topic in question. It must include a PowerPoint presentation and be at least 5 pages long. Grading scale: A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of unjustified absences: 2 Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> At the end of the course, students are familiar with the first major crisis in the Eastern bloc caused by the XX the Congress of the CPSU and the revelation of Stalin's crimes and its impact on the political and social development in Czechoslovakia. They understand the ongoing political situation and the role the intelligentsia played in the first major public criticism of the ruling regime. They have extensive knowledge of the Antonín Novotný's government, which ended in 1968. They are familiar with the domestic and international political scene and understand the impact foreign policy had on the situation in Czechoslovakia. They also understand the circumstances and the situation of the country at that time.	
<b>Class syllabus:</b> 1. The situation in Czechoslovakia and the USSR following the deaths of Stalin and Gottwald 2. The succession struggle and the first problems in the Eastern bloc 3. The cult of personality. 4. The XX Congress of the CPSU and the revelation of Stalin's crimes.	

5. The events in Poland and Hungary.
6. The situation in Czechoslovakia and criticism of the regime
7. The reaction of Novotny's regime and the second wave of political processes
- 8 The role of the Czech and Slovak intelligentsia
9. The second de-Stalinization phase.
10. Rehabilitations
11. The Slovak question in the early 1960s

**Recommended literature:**

Krízy režimov sovietskeho bloku v rokoch 1948-1989. Banská Bystrica: Pedagogická spoločnosť J.A. Komenského, 1997. ISBN 80-88784-14-X.

PEŠEK, Jan, LETZ, Róbert. Štruktúry moci na Slovensku 1948-1989. Prešov : Vydavateľstvo Michala Vaška , 2004. ISBN 80-7165-469-8.

PEŠEK, Jan a kol. Aktéri jednej éry na Slovensku 1948-1989. Prešov: Vydavateľstvo Michala Vaška, 2003. ISBN 80-7165-417-5.

RAŠLA, Anton. Spomienky spoza mreží. Banská Bystrica: Vidas, 1998. ISBN 80-85306-16-6.

RYCHLÍK, Jan. Češi a Slováci ve 20. století. Česko-slovenské vztahy 1945-1992. Bratislava: Academic Elektronik Press, 1998. ISBN 80-88880-11-4.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 42

A	ABS	B	C	D	E	FX
76,19	0,0	9,52	7,14	4,76	2,38	0,0

**Lecturers:** doc. Mgr. Martin Vašš, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-405/00	<b>Course title:</b> SC: At the Royal Court
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> preparation of paper (500 words) on chosen topic concerning the functioning of royal court, using the period sources + active participation in course. Teacher will accept two absences during the semester. In case of the third absence student will receive additional work in form of written paper Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After taking part in course the student is able to recognize the structure of functioning of royal court as an institution and knows about court culture in particular European countries during the Middle Age an Early Modern Times, particularly on courts of rulers of Western Europe.	
<b>Class syllabus:</b> 1. Institution of curia regis 2. Permanent royal residence – itinerant royal court 3. Court as administrative centre 4. Evolution of French royal court in the Middle Age 5. Changes of English royal court in the Middle Age 6. French royal court during Renaissance – rule of the last kings of Valois 7. Royal court under the rule of Tudor dynasty 8. Court ceremonial during the reign of Louis XIV. 9. Stuart royal court before and after Civil war on British Isles 10. Advantages and disadvantages of Imperial court 11. Courtier – payed employee 12. Royal favorites 13. Court culture	
<b>Recommended literature:</b>	

Paměti Louis de Rouvroy de Saint-Simon. Praha : Státní nakladatelství krásné literatury, hudby a umění, 1959.  
 VOLTAIRE. Storočia Ľudovíta XIV. Bratislava : Tatran, 1988.  
 CASTIGLIONE, Baldassare. Kniha o dvoranovi. Bratislava : Tatran, 1985.  
 A collection of ordinances and regulations for the government of the royal household, made in divers reigns. From King Edward III. to King William and Queen Mary. [online] London : Printed for the Society of Antiquaries by J. Nichols, 1790 [citované 21.10.2021]. Dostupné na: <https://wellcomecollection.org/works/evs98d3z>  
 WEIROVÁ, Alison. Jindřich VIII. král a dvůr. Praha : BB art, 2013. ISBN 978-80-7461-392-0.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 31

A	ABS	B	C	D	E	FX
54,84	0,0	16,13	12,9	0,0	0,0	16,13

**Lecturers:** Mgr. Daniela Hrnčiarová, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-494/18	<b>Course title:</b> SC: August 1968 - Causes and Contexts
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are required to take active part in the lessons. They need to produce, present and submit a written paper on an assigned topic. The paper needs to cover the most important issues of the topic in question. It must include a PowerPoint presentation and be at least 5 pages long. Grading scale: A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of unjustified absences: 2. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> At the end of the course, students are acquainted with the development preceding 1968, with the year 1968 in socialist Czechoslovakia and its course, the situation in society, culture, science, the August occupation and the following political development. They are also familiar with the international political situation and its impact on the events at home and are able to understand the Soviet Union's superpower policy and strategy. They are able to critically perceive and interpret the political mechanisms and interests of the great powers, and have an overview of the interests of the Soviet Union in Central Europe.	
<b>Class syllabus:</b> 1. The new Communist Party leadership at the turn of 1967 / 1968. 2. The first months of Alexander Dubcek's government and the Communist Party's action program 3. Criticism of the Soviet Union and its satellites. 4. The awakening intelligentsia and civil society. 5. The Slovak question in 1968 and the preparation of the federation.	

6. Prominent Czech and Slovak personalities in 1968.
7. The strategic interests of the USSR
8. The international situation in 1968
9. The 1968 Summer and the Soviet-Czechoslovak negotiations.
10. August 21, 1968
11. The onset of Normalization.

**Recommended literature:**

LONDÁK, Miroslav a kol. Predjarie. Politický, ekonomický a kultúrny vývoj na Slovensku 1960-1967. Bratislava: Veda, 2002. ISBN 80-224-0707-0

LONDÁK, Miroslav, SIKORA, Stanislav a kol. Rok 1968 a jeho miesto v našich dejinách. Bratislava: Veda, 2009. ISBN 978-80-224-1095-3.

LONDÁKOVÁ, Elena a kol. Rok 1968. Novinári na Slovensku. Bratislava: HÚ SAV, 2008. ISBN 978-80-969782-9-8.

SIKORA, Stanislav. Po jari krutá zima. Politický vývoj na Slovensku v rokoch 1968-1971. Bratislava: Veda, 2013. ISBN 978-80-970302-9-2.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 24

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** doc. Mgr. Martin Vašš, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-426/22	<b>Course title:</b> SC: Byzantium and Latin Occident in the years 1054-1204
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Discussion with the involvement of all course participants. Answering pre-arranged questions Credit conditions. 100% lesson preparation, reading and processing of materials, answers to questions. Allowed absences 2 (with or without apology) 3 absences (alternative form of credit - short paper on chosen topic) 4 and more non-completion of the course Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, students acquire a deeper understanding of the relations between the two dominant parts of medieval Christian Europe in the early and high Middle Ages. Emphasis will be placed on the genesis and nature of mutual political and religious conflicts, which until now have permanently affected the cultural and civilizational framework of today's Europe.	
<b>Class syllabus:</b> 1. Introductory meeting of the course. Familiarization of course participants with the program of individual course hours, the form in which it will be conducted and the conditions of evaluation 2. Byzantium and the Latin West until 1054. Outline of political, religious and cultural relations between the two parts of the Christian world 3. Relations between Byzantium and Latin West on the eve of the Schism of 1054. Religious differences between the two churches, their origin and causes. The Roman Curia and its response to the Byzantine criticism of religious differences. The Norman factor in the middle of the 11th century and its influence on the relations between Byzantium and the papacy 4. Roman legates in Constantinople in 1054. The course of the rupture. Mutual excommunications and their nature. 5. Interpretation of the events of 1054. The official position of the Roman legates and the position of Patriarch Michael I Cerullarius and the Patriarch Peter of Antioch	

6. The Byzantine Empire in the politics of Pope Gregory VII. Gregor's Eastern policy. Byzantine foreign policy between the Normans and the Reform papacy
7. Byzantium and the Latin West at the beginning of the Crusades. Byzantine Emperor Alexius I Comnenus and his negotiations with Pope Urban II in 1089.
8. Byzantium and the Latin West in 1095-1108: From Christian confreres to heretics.
9. Byzantium and the Latin West in the 12th century: the political rivalry between the Holy Roman Empire and Byzantium, the deepening of disagreements during the later crusades.
10. The conquest and sack of Constantinople in 1204: an accident or conspiracy?
11. Pope Innocent III and his attitude to the events of 1204.
12. Conclusion

**Recommended literature:**

Sources to particular meetings (sources to The Great Schism from the year 1054, correspondence of pope Gregor VII. Latin and Byzantine authors to Crusades etc.)

Recommended literature:

ALEŠ, P.: Cirkevné dejiny III. Košice: Univerzita Pavla Jozefa Šafárika, 1996. ISBN 80-7097-229-7.

ZÁSTĚROVÁ, B. a kol. DĚJINY BYZANCE. Praha: Academia, 1992. ISBN 80-200-0454-8.

DVORNIK, F.: Byzantium and the Roman Primacy. New York: Fordham University Press, 1979. ISBN

0-8232-0701-3.

RUNCIMAN, S. The Eastern Schism. Clarendon press 1955.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** prof. Mgr. Martin Hurbanič, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-483/10	<b>Course title:</b> SC: Discourses on Slovak Statehood, Nation and Language between 1918-1938
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) preliminary - students are required to attend the lessons regularly, take active part in them and engage in the discussions of the different term syllabus topics. - They need to present a 15 min. long report on a selected class syllabus topic. b) final - They need to submit a 2 page long written report on a selected class syllabus topic. <b>Grading scale:</b> A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of unjustified absences: 3 Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> Students are familiar with the controversies around the Slovak statehood, nation and language between 1918 and 1938. They can apply an analytical approach to assess different argumentation approaches among Slovak politicians and intellectuals on topics like the Slovak - Czechoslovak nation, centralism, autonomy, and the definition of Slovak culture and language. Their knowledge is based on their analysis of the confrontation of the then two rival entities, namely the Czechoslovak and the Slovak nationalism.	
<b>Class syllabus:</b> 1. Starting points for Czechoslovak vs Slovak nationalism polemics. The HSLS-Prúdy generation. The central city of Martin. 2. The Martin Declaration vs the Pittsburgh Agreement - two different views on the future of Slovaks. Important justification sources for the theory of Czechoslovak national unity (Martin	

- Declaration) and for the autonomist movement (Pittsburgh Agreement). Controversies over the Martin Declaration. Controversies over the Pittsburgh Agreement.
3. Controversial reactions to Hlinka's trip to Paris. Memorandum of American Slovaks to the Government and the National Assembly of the Czechoslovak Republic calling to incorporate the Pittsburgh Agreement into the Constitution of Czechoslovakia.
  - 4 Jozef Škuléty's Controversies with Milan Hodža, Václav Chaloupecký and Albert Pražák in the 1920s.
  5. Controversies about the Czechoslovak nation in the Czechoslovak parliament.
  6. Controversies about the autonomy of Slovakia in the Czechoslovak parliament.
  7. Controversies about the Czechoslovak nation among Slovak politicians in the press. Controversies of Vavro Šrobár, Juraj Slávik, Anton Štefánek, Milan Hodža, Ivan Dérer, Milan Ivanka, Andrej Hlinka, Martin Rázus and others.
  8. Controversies about the Czechoslovak-Slovak nation among Slovak intellectuals and artists.
  9. Controversies about the definition of Slovak culture, science and language among Slovak intellectuals and artists.
  10. Controversies about the Slovak language and the 1931 Rules of Slovak Orthography among Czech and Slovak intellectuals.
  11. Controversial brochures and book publications.
  12. Final recapitulation of obtained knowledge, discussion.

**Recommended literature:**

- CHMEL, Rudolf (ed.). Slovenská otázka v 20. storočí. Bratislava : Kalligram, 1997. ISBN 80-7149-155-1
- KRAJČOVIČOVÁ, Natália. Jeden či dva národy? Dilema slovenskej politiky po vzniku ČSR. In: Česko-slovenská historická ročenka 1999. Brno : 1999, s. 98-112.
- LETZ, Róbert a kol. Pramene k dejinám Slovenska a Slovákov XII a. Slováci pri budovaní základov Československej republiky. Bratislava : Literárne informačné centrum, 2013. ISBN 978-80-8119-072-8
- VAŠŠ, Martin. Slovenská otázka v 1. ČSR (1918 - 1938). Martin : Vydavateľstvo Maticy slovenskej, 2011. ISBN 978-80-8115-053-1
- Further sources and literature will be mentioned during the semester.

**Languages necessary to complete the course:**

- Slovak  
Czech (reading)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 58

A	ABS	B	C	D	E	FX
55,17	0,0	27,59	5,17	5,17	1,72	5,17

**Lecturers:** doc. Mgr. Martin Vašš, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-456/00	<b>Course title:</b> SC: Ethnic Conflicts in the 19th and 20th Century South-Eastern Europe
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students may have two absences at most. The students are evaluated on basis of active participation at the seminar (50%) and at the final discussion (50%). Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> The students are able to identify political trends in South-Eastern Europe (Balkan) during the 19th and 20th Centuries. Except general characteristic of the interior policy in various regions and states (the Ottoman Empire, the forming so-called national states), the student is also able to orient in the policy of the Great Powers to Balkan (influences and conflicts between European powers). That gets them to be oriented also in current political situation in this region.	
<b>Class syllabus:</b> 1. Defining basic concepts, geographical and political definition of the area, concepts: Balkan, Balkans, balkanization. South-Eastern Europe as a concept and its geographical and geopolitical definition. 2. Nation and Nationalism as concepts and its application to national-emancipation concepts. 3. Overview of historical trends of South-Eastern Europe – roots of ethnical conflict, examples and inspirations in history. 4. Balkans society in the 19th and 20th Centuries. 5. Ethnic and religion structure of inhabitants in Balkan and its trends. 6. Croatia-Serbia relations 7. Serbian-Albanian relations. Problem of Kosovo 8. Greco-Turkish relations. 9. Macedonian question.	

10. Bosnia and Herzegovina. Process of the ethnic identification of Muslims in Bosnia and Herzegovina.
11. Bulgaria and its relations with neighbouring states.
12. The 1990s – the opening of the “new” centres of conflicts.

**Recommended literature:**

GOMBÁR, Eduard. Moderní dějiny islámských zemí. Praha: Univerzita Karlova, 1999, 427 s. ISBN 80-7184-599-X.

HLADKÝ, Ladislav. Bosna a Hercegovina: Historie nešťastné země. Praha: Doplněk, 1996, 216 s. ISBN 80-85765-61-6.

HRADEČNÝ, Pavel. Řekové a Turci : nepřátelé nebo spojenci? Praha: Nakladatelství Lidové noviny, 2000, 226 s. ISBN 80-7106-378-9.

PIRJEVEC, Jože. Jugoslávie 1918 - 1992: Vznik, vývoj a rozpad Karadjordjevičovy a Titovy Jugoslávie. Praha: Argo, 2000, 537 s. ISBN 80-7203-277-1.

WEITHMANN, Michael W. Balkán 2000 let mezi Východem a Západem. Praha: Vyšehrad, 1996, 431 s. ISBN 80-7021-199-7.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 64

A	ABS	B	C	D	E	FX
98,44	0,0	0,0	0,0	1,56	0,0	0,0

**Lecturers:** doc. Mgr. Eva Škorvanková, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-451/00	<b>Course title:</b> SC: Europe and the World in the First Half of the 20th Century 1
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students may have two absences at most. The students are evaluated on basis of active participation at the seminar (50%) and at the final discussion (50%). Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> The students have knowledge of selected issues of the political, social, economic and cultural trends of Europe and the world in the first half of the 20th Century. Within the seminar, they are able to analyse the various factors of the world after the end of the First World War, social and economic problems, as well as some cultural innovations.	
<b>Class syllabus:</b> Introduction to political trends of the first half of the 20th Century. International relations before the First World War (a forming of the Entente Powers, the Triple Alliance, Balkans Wars) The First World War and its consequences Changes issues of the post-war Europe and trends in East Asia (the Washington Conference). The 1920s in the European policy International relations in the 1930s – Rise of the tension in international relations. Interior policy trends in various countries – general characteristic. Interior policy trends in various countries – the Great Britain, France and the United States Interior policy trends in various countries – Italy, Germany, Japan	
<b>Recommended literature:</b> FERGUSON, Niall. Válka světa: Dějiny věku nenávisti. Praha: Academia, 2008, 751 s. ISBN 978-80-200-1650-8. HOBSBAWM, Eric. Věk extrémů. Praha: Argo, 1998, 619 s. ISBN 80-7203-184-8. KISSINGER, Henry. Umění diplomace. Praha: Prostor, 1999, 946 s. ISBN	

80-7260-025-7. MacMILLANOVÁ, Margaret. Mírotvorci: Pařížská konference 1919. Praha: Academia, 2004, 551s. ISBN 80-200-1151-X. VINEN, Richard. Evropa Evropa dvacátého století. Praha: Vyšehrad, 2007, 556 s. ISBN 978-80-7021-735-1.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 145

A	ABS	B	C	D	E	FX
92,41	0,0	1,38	4,83	0,69	0,0	0,69

**Lecturers:** doc. Mgr. Eva Škorvanková, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-452/00	<b>Course title:</b> SC: Europe and the World in the First Half of the 20th Century 2
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students may have two absences at most. The students are evaluated on basis of active participation at the seminar (50%) and at the final discussion (50%). Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> The students are able to identify the selected issues of the political, social, economic and cultural trends of Europe and the world in the first half of the 20th Century. They can to analyse the various factors of the changes the world after the end of the First World War, social and economic problems, as well as some cultural innovations.	
<b>Class syllabus:</b> Non-political characteristic of the first half of the 20th Century (Belle Époque, disaster of the war, from war to war) Changes in the social stratification of population, social issues and the ways of solving it in the first half of the 20th Century. Female Question in the first half of the 20th Century (emancipation, struggle for suffrage, marriage crisis – divorces, women’s education and scientific activities). Family and Parenthood. Economic trends and its issues. Crisis and its causes. Reparations. Crisis management programs. State encroachments to economic trends Modernization versus Traditionalism Life in European and American cities in literary texts of European and American writers. Life in the countryside in literary texts of European and American writers. Paris and the artistic and writing elite	
<b>Recommended literature:</b>	

BOCKOVÁ, Gisela. Ženy v evropských dějinách. Praha: Nakladatelství Lidové noviny, 2007, 381 s. ISBN 978-80-7106-494-7.  
 HORSHAM, Michael. Styly 20. a 30. let. Praha: Svojtka a Vašut, 1997, 128 s. ISBN 80-7180-255-7.  
 KYBALOVÁ, Ludmila. Dějiny odívání III. : Od biedermeieru do současnosti; 19. a 20. století. Bratislava: Ústředná knihovna a ŠIS VŠMU, 1992, 172 s. ISBN 80-85182-14-9.  
 KYBALOVÁ, Ludmila. Od „zlatých dvacátých“ po Diora. Praha: Nakladatelství Lidové noviny, 2006, 253 s. ISBN 978-80-7106-149-6.  
 VINEN, Richard. Evropa Evropa dvacátého století. Praha: Vyšehrad, 2007, 556 s. ISBN 978-80-7021-735-1.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 80

A	ABS	B	C	D	E	FX
96,25	0,0	1,25	0,0	0,0	1,25	1,25

**Lecturers:** doc. Mgr. Eva Škorvanková, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-486/11	<b>Course title:</b> SC: Europe at the Brink of World War 1
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students may have two absences at most. The students are evaluated on basis of active participation at the seminar (50%) and at the final discussion (50%). Porušenie akademickej etiky má za následok anulovanie získaného hodnotenia. Klasifikačná stupnica: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> The student has basic overview of the essential issues of international relations from establishment of the German Empire to outbreak of the First World War. Students know how to orientate in key questions of the international policy, international relations, issues of the colonialism and therefore they are able to confront the various interpretations of causes of the outbreak of the First World War and they can expertly discuss about it. In addition, students are able to orient in the contemporary issues of international policy.	
<b>Class syllabus:</b> 1. International relations in the 1870s (situation after the Franco-Prussian War, Three Emperors' League, The Great Eastern Crisis, Russo-Turkish War, Treaty of San Stefano, Congress of Berlin). 2. International relations in the 1880s (situation after the Congress of Berlin, establishment of The Dual Alliance, Italy joins to the Dual Alliance, colonial expansion – mastery of Egypt and African 's Rush, French interests in South-Eastern Asia) 3. International relations in the 1890s I. – modification of the Bismarck's system (the Balkan situation – the crossroad of The Great Power's interests, Bismarck's departure and German "new policy", Franco-Russian Alliance 1893/1894, British policy of "splendid isolation") 4. International relations in the 1890s II. (South African crisis, Italo-Ethiopian War, Greco-Turkish War (1897), Russian expansion in East Asia, development of the Trans-Siberian Railroad, beginning of Japanese expansion in Asia, The First Sino-Japanese War, the struggle of Korea, The Spanish-American War, Fashoda Crisis, The Second Boer War)	

5. International relations 1900 – 1905 (The Boxer rebellion, interference of The Great Powers in China, the struggle of Persia, the end of British policy of “splendid isolation”, Berlin-Baghdad railway, Franco-British agreement – “Entente cordiale”)
6. International relations 1905 – 1908 (the Russo-Japanese War, The First Moroccan Crisis, naval armament, disarmament conferences, Anglo-Russian agreement 1907, the Balkan situation – Bosnian Crisis, The Second Moroccan Crisis)
7. International relations 1908 – 1914 (rise of tension in Balkan situation, Battle of Tripoli, The First and Second Balkan War, international relations after the Balkan Wars)
8. Assassination at Sarajevo and The Second Bosnian Crisis – so-called July crisis, outbreak of the Austro-Serbian conflict, brink of the world war

**Recommended literature:**

- FERGUSON, Niall. Nešťastná válka. Praha: Dokořán, 2004, 487 s. ISBN 80-86569-56-X.
- KŘIVSKÝ, Petr - SKŘIVAN, Aleš. Století odchází: Světla a stíny "belle époque". Praha: Aleš Skřivan ml., 2004, 341 s. ISBN 80-86493-12-1.
- KŘIVSKÝ, Petr. Do nitra kontinentů. Praha: Mladá fronta, 1988, 256 s.
- NÁLEVKA, Vladimír Světová politika ve 20. století (I.). Praha : Aleš Skřivan ml., 2000, 270 s. ISBN 80-902261-4-0.
- RAPPORT, Michael Evropa devatenáctého století. Praha: Vyšehrad, 2011, 436 s. ISBN 978-80-7429-061-9.
- VINEN, Richard. Evropa Evropa dvacátého století. Praha: Vyšehrad, 2007, 556 s. ISBN 978-80-7021-735-1.
- Vinen, Richard Evropa dvacátého století. Praha : Vyšehrad, 2007.
- Rapport, Michael Evropa devatenáctého století. Praha : Vyšehrad, 2011.
  - Čapek, Vratislav [et al.] Dějiny novověku III. Praha : Státní pedagogické nakladatelství, 1973.
  - Křivský, Petr - Skřivan Aleš Století odchází. Praha : Aleš Skřivan ml., 2004.
  - Nálevka, Vladimír Světová politika ve 20. století (I.).Praha : Aleš Skřivan ml., 2000.
  - Křivský, Petr Do nitra kontinentů. Praha : Mladá fronta , 1988.
  - Ferguson Niall Nešťastná válka. Praha : Dokořán, 2004.
  - Ferguson Niall Válka světa. Praha : Academia, 2008.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 126

A	ABS	B	C	D	E	FX
94,44	0,0	1,59	1,59	0,79	0,0	1,59

**Lecturers:** doc. Mgr. Eva Škorvanková, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-787/14	<b>Course title:</b> SC: European Integration after 1945
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation in classes. Working with texts. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 100%	
<b>Learning outcomes:</b> The student can identify the political situation in Europe after Second World War along with the integration process. He can interpretate the integration of Europe by means of methodological approaches. All students understand the differences between military, political and economic integration as well as interconnections among them. They also have ability to historicize political processes which can often appear as linear. Through working with multiple interpretative approaches, the students have the competencies which enable them to analyse the development of institutions, the role of political actors, and the relevance of the international situation for their mutual interaction. At the same time, European integration is a focal phenomenon whose consequences are often underestimated, not least due to the absence of historical awareness and consequently resulting implications for social ordering.	
<b>Class syllabus:</b> 1. Integration efforts before the Second World War 2. Integration as the consequence of the Second World War 3. Economic situation 4. Political will and internal political development in Europe 5. Threat of conflict 7. The social question within the integration process 8. Current problems of European integration 9. Methodological approaches to the integration process 10. Individual milestones in the deepening and widening of integration 11. Acquis Communautaire and political consequences 12. Alternative unrealised projects of European integration	
<b>Recommended literature:</b> JUDT, Tony, Poválečná Evropa a její historie od roku 1945. Praha: Prostor, 2018. ISBN 978-80-7260-373-2.	

MORAVCSIK, Andrew. The CHOICE for Europe. Social Purpose and State Power from Messina to Maastricht. London: Routledge, 1999. ISBN 1-85728-192-6.  
HABERMAS, Jurgen. Kústave Európy. Bratislava: Kalligram, 2012. ISBN 978-80-8101-579-3.

**Languages necessary to complete the course:**

Slovak and English language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 69

A	ABS	B	C	D	E	FX
76,81	0,0	17,39	2,9	0,0	2,9	0,0

**Lecturers:** Mgr. Matej Ivančík, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-429/22	<b>Course title:</b> SC: Everyday Life in Ancient Rome
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active class participation, two absences are allowed. In the case of multiple absences (for serious reasons) the lecturer decides on substitute fulfilment of duties or repeating the course. The student is evaluated according to his/her active participation in class (sub-assignments, report, discussion) - 50% and according to final colloquium - 50% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students have knowledge of social history and daily life in ancient Rome (family, children, education, upbringing, housing, clothing, etc.). After successful completion of this course, students gain the basic understanding of the social history of Rome and its everyday life, as well as an in-depth analysis of selected sources on the topic. The students know how to work with the ancient sources of various kinds, they are able to interpret and evaluate them. The students are able to apply the basic rules of scholarly work (orientation in the literature and sources on the period of ancient history, forms of citation, academic ethics) and are able to demonstrate knowledge of scholarly techniques for presenting their own findings in oral and written form.	
<b>Class syllabus:</b> An introduction to the social history of ancient Rome and to the history of everyday life. Basic literature on the subject and basic heuristic aids - encyclopaedias, bibliographies, biographical dictionaries. Sources on the history of Roman everyday life. Social stratification of the population of the Roman Empire. The Roman family. The position of women in Roman society. Marriage - forms and ceremony. The child - the upbringing of children and their position in the family. Roman names. Education and the school system. Housing, architecture, urban planning. Food habits. Employment and work - basic institutions, senate, offices, cursus honorum. Leisure - entertainment, culture, sport.	

**Recommended literature:**

Additional literature will be presented at the beginning and during the semester. Studies, sources and source databases will be available on MS Teams.

ANDOKOVÁ, Marcela et al. Bežný život starých Rimanov, Bratislava: Iris, 2020. ISBN 9788082000644. ADKINS, Lesley, ADKINS, Roy A. Antický Řím. Praha: Slovart CZ, 2012. ISBN 978-80-73915-79-7. GIARDINA, Andrea. Římsky člověk a jeho svět. Praha: Vyšehrad 2014. ISBN 9788074290725 HEČKOVÁ, Janka a kol. K reáliám starovekého Ríma. Nitra: Univerzita Konštantína Filozofa, 2013. ISBN 978-80-558-0525-2 VAŇKOVÁ, Jarmila. Rímske reálie pre právnikov, Bratislava: Iura edition, 2010. ISBN 9788080783020. PLINIUS Mladší. Dopisy. Přel. Ladislav Vidman. Praha: Svoboda, 1988.

**Languages necessary to complete the course:**

Slovak

**Notes:****Past grade distribution**

Total number of evaluated students: 7

A	ABS	B	C	D	E	FX
85,71	0,0	0,0	14,29	0,0	0,0	0,0

**Lecturers:** Mgr. Daniela Rošková, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-425/16	<b>Course title:</b> SC: Facts about Life at Aristocratic Courts in the Early Modern Times
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> <p>The students' results are evaluated exclusively by continuously checking their performance during the lesson period of the term. During the first two teaching weeks, students choose a research area – an aristocratic family of the Kingdom of Hungary. In the following weeks, students research this area on their own and present their results at the beginning of the lesson, following the teacher's explanation. Students present their results verbally (without any written support). To successfully complete the course, students need to work systematically, regularly informing the teacher about the progress they have achieved in their research. The deadline of their tasks cannot be postponed as they are connected to specifically scheduled lessons. Likewise, the teacher may not consider every research report by the student to be satisfactorily completed. To successfully meet their tasks, students need to successfully complete at least 6 out of 10 assignments. They are evaluated in the credit week according to the following scale: 10 adequately completed tasks A, 9 adequately completed tasks B, 8 adequately completed tasks C, 7 adequately completed tasks D, 6 adequately completed tasks E, 5 and less adequately completed tasks.</p> <p>To successfully meet their term tasks, students can have no more than 2 absences.</p> <p>Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment.</p> <p>Scale of assessment (preliminary/final): Scale of assessment preliminary/final: 100/0</p>	
<b>Learning outcomes:</b> <p>At the end of the course, students have an overview of one of the current research topics in Slovak / Central European historiography. Students are familiar with the nobility in general and with everyday life at the court of the aristocracy in the Kingdom of Hungary in the early modern period. Students can work not only with edited written sources that provide insight into the private spheres of the high nobility, but are also familiar with history of art and anthropological research on the issue.</p>	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Aristocratic families in the Kingdom of Hungary and their seats.</li> <li>2. The aristocratic court and court career.</li> </ol>	

3. Birth, baptism, childhood, youth, upbringing and education among aristocrats.
4. Family policy and wedding.
5. Funeral.
6. Health, medical treatment and spa in the life among aristocrats.
7. The clothes of the aristocracy in the Kingdom of Hungary.
8. Aristocrats - patrons and art collectors.
9. Social life - assemblies, coronations, games, music, leisure.
10. Cuisine, catering.
11. In the service of the country.
12. The nobility in towns.

**Recommended literature:**

DUCHOŇOVÁ, Diana. Palatín Mikuláš Esterházy a jeho dvor. Spoločnosť, normy, rituály každodennosti. Bratislava: Historický ústav SAV vo vydavateľstve Prodama s.r.o., 2013. ISBN 978-80-89396-25-2.

LENGYELOVÁ, Tünde et al. Thurzovci a ich historický význam. Bratislava: Pro Historia, 2012. ISBN 978-80-89396-19-1.

LENGYELOVÁ, Tünde. Život na šľachtickom dvore. Bratislava: Slovart, 2016. ISBN 978-80-556-1287-4.

FUNDÁRKOVÁ, Anna. Barokový aristokrat. Bratislava: Veda, 2018. ISBN 978-80-224-1694-8.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 13

A	ABS	B	C	D	E	FX
38,46	0,0	53,85	7,69	0,0	0,0	0,0

**Lecturers:** PhDr. Eva Benková, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-495/18	<b>Course title:</b> SC: Feudal Manor as the Landowners' Economic Enterprise
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> <p>The students' results are evaluated exclusively by continuously checking their performance during the teaching part of the semester. During the first two teaching weeks, students choose a research area – a specific feudal lordship located in the Kingdom of Hungary. In the following weeks, students research this area on their own and present their results at the beginning of the lesson, following the teacher's explanation. Students present their results verbally (without any written support). To successfully complete the course, students need to work systematically, regularly informing the teacher about the progress they have achieved in their research. The deadline of their tasks cannot be postponed as they are connected to specifically scheduled lessons. Likewise, the teacher may not consider every research report by the student to be satisfactorily completed. To successfully meet their tasks, students need to successfully complete at least 6 out of 10 assignments. They are evaluated in the credit week according to the following scale: 10 adequately completed tasks adequately completed tasks A, 9 adequately completed tasks B, 8 adequately completed tasks C, 7 adequately completed tasks D, 6 adequately completed tasks E, 5 and less adequately completed tasks. To successfully meet their term tasks, students can have no more than 2 absences.</p> <p>Grading scale:            A = 100% – 92%            B = 91% – 84%            C = 83% – 76%            D = 75% – 68%            E = 67% – 60%            Fx = 59% – 0%</p> <p>Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment.</p> <p>Scale of assessment (preliminary/final): Scale of assessment preliminary/final: 100/0</p>	
<b>Learning outcomes:</b> <p>As that the aim of the course is to make students familiar with economic and social history on the example of an economic entity—a feudal lordship—after successfully completing it, students</p>	

are familiar not only with the necessary historical facts on the subject, but also with an overview of the different methodological approaches and concepts used in economic and social history (as a scientific discipline), namely with the so-called history of business, micro-history, etc. Based on their own research, students are also acquainted with a wide range of topics, which define the feudal lordship as a landlord's enterprise. Students understand issues of social disciplination, communication, prosopographic research, environmental issues, etc.

**Class syllabus:**

1. Definition of feudal lordship in space and time.
2. Contemporary Slovak historical science and its approach to the study of feudal lordships.
3. Possibilities of researching archival funds of feudal lordships in Slovak state archives.
4. Lordship administration, management issues.
5. Income / overhead management.
6. Economic production spheres (agriculture, mining, etc.).
7. How grange husbandry and the network of production facilities of feudal lords worked.
8. Who were the owners of the feudal lordships? The nobility and the entrepreneur elite in the Kingdom of Hungary.
9. The ruling lineage as entrepreneurs. Imperial Chamber estates.
10. Free royal towns as feudal lords.
11. The population of lordships, the mobility of the labor force, the fluctuation of serfs serving lords.
12. Clerks serving lordships.

**Recommended literature:**

MARSINA, Richard – KUŠÍK, Michal (ed.). Urbáre feudálnych panstiev na Slovensku. I. – II. Bratislava: Vydavateľstvo SAV, 1959.  
 LOPATKOVÁ, Zuzana (ed.). Otázky zemepanského hospodárenia a správy v novoveku. Trnava: Filozofická fakulta Trnavskej univerzity, Krakov: Spolok Slovákov v Poľsku, 2019. ISBN 978-83-8111-158-4.  
 SEDLÁK, František – ŽUDEL, Juraj – PALKO, František. Štátny slovenský ústredný archív: Sprievodca po archívnych fondoch I. Oddelenie feudalizmu. Bratislava: Slovenská archívna správa, 1964.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 32

A	ABS	B	C	D	E	FX
56,25	0,0	34,38	0,0	6,25	3,13	0,0

**Lecturers:** PhDr. Eva Benková, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-461/00	<b>Course title:</b> SC: History of Germany in the 20th Century
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> A student analyses a chosen issue about history of Germany. They submit written paper about the topic, or present it, which represents 25% of final classification score. Afterwards the student is supposed to take a test. The successful completion of the test represents 75 % of evaluation score. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 25/75	
<b>Learning outcomes:</b> A student has knowledge about history of Germany in the 20th Century, especially of period between 1918 – 1975. The students understand the main issues of German history: The Germany in World War 1, The Weimar Republic, The Nazi Germany, two German states after World War 2.	
<b>Class syllabus:</b> 1. Historiography and the history of Germany in the 20th Century. 2. The origins of German Empire (1871) and the way to World War 1 3. Germany in World War 1, the origin of the Weimar Republic 4. The Weimar Republic – interior and foreign policy 5. The origins of NSDAP. Nazism as a movement 6. The crisis of the Weimar Republic (1930 – 1933) 7. The NSDAP’s Capture of Power. Nazism as regime. The chronology of Nazi-regime 8. The Nazi Germany and World War 2. 9. The Allies after World War 2. The Cold War and establishment of two German states 10. The Adenauer’s Germany. From Petersburg to absolute sovereignty of the FRG. 11. From The Second Berlin Crisis to Willy Brandt 12. W. Brandt and his Eastern Policy – „Ostpolitik“	
<b>Recommended literature:</b>	

JÄCKEL, Eberhard. Německé století historická bilance. Praha : Argo, 2004. ISBN 80-7203-617-3.  
MANN, Golo. Dějiny Německa 1919 – 1945. Praha : Český spisovatel, 1993. ISBN 800-202-0441-5.  
MÜLLER, H. M. Dejiny Nemecka. Praha Nakladatelství Lidové noviny, 2001. ISBN 80-7106-188-3.  
TKADLEČKOVÁ, Herta. Všeobecné dejiny I. Bratislava: Univerzita Komenského, 1992. ISBN 80-223-0275-9.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 64

A	ABS	B	C	D	E	FX
28,13	0,0	31,25	21,88	17,19	1,56	0,0

**Lecturers:** prof. Eduard Nižňanský, CSc.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-403/00	<b>Course title:</b> SC: History of Ukraine before 1861
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> A student is evaluated on basic of submitting the papers of selected topics and writing a final test. The score for passing the test is at least 60%. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students have basic knowledge of the historical, social, political, and cultural conditions in Ukraine and the genesis of Ukrainian statehood.	
<b>Class syllabus:</b> 1. Ukrainian historiography and historians 2. Emigration from Ukraine and emigrant historiography 3. The origins of the Ukrainian statehood – Kievan Russia Principality of Galicia-Volhynia The Polish-Lithuanian state and Ukraine Cossacks and the Zaporozhian Sich Process of the national unification in Ukraine in the 17th Century Ukraine in the 18th Century The Kyiv-Mohyla Academy and the cultural trends in Ukraine The movement of national emancipation in Ukraine in the 19th Century Ukraine and Russia – problems of mutual communication Ukrainian art	
<b>Recommended literature:</b> MACÚREK, J. Dějepisectví evropského východu. Praha : Historický klub, 1946. S. 89-129, 213-258. MACÚREK, J. Dějiny východních Slovanu. D.I - III. Praha : Melantrich, 1947.	

DANIŠ, M. Východná Európa v premenách času I. Bratislava: Univerzita Komenského 1999. ISBN 80-223-1403-X. S. 6-62  
MAGOCSI, Paul Robert a RYCHLÍK, Ján. Dějiny Ukrajiny. Praha : NLN, 2005. ISBN 9788071064091.  
GREKOV, B.D.: Kyjevská Rus. Praha : Gosudarstvennoje učebno-pedagogičeskoje, 1953.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 8

A	ABS	B	C	D	E	FX
50,0	0,0	25,0	0,0	25,0	0,0	0,0

**Lecturers:** prof. Mgr. Miroslav Daniš, CSc.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-453/00	<b>Course title:</b> SC: Holocaust in Europe
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> A student prepares a written paper, in which they analyse one book about The Holocaust. Submitted paper represents 25% of final classification score. Afterwards the student is supposed to take a test. The successful completion of the test represents 75 percent of evaluation score Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student is able to identify the main issues about the Holocaust in Europe: from anti-Judaism to anti-Semitism. The Genocide of the Holocaust. Intentionalism and Functionalism for interpretation of anti-Semitism and Holocaust. Hitler and Holocaust. Mein Kampf and the Hitler's anti-Semitism and Racism. Nazi Germany as a Racial State. The approaches of Germany to „Solution“. The Final Solution and the Jewish community in Europe. Various Jewish communities in Europe and destroy of them.	
<b>Class syllabus:</b> 1. The concept of Holocaust in the historiography. The Intentionalists and the Functionalists about Holocaust. R. Hilberg and his interpretation – Victims, Perpetrators and Bystanders. 2. The roots of the anti-Semitism – before-war anti-Semitism in Europe – a resonant area for the Holocaust? Anti-Semitism in Germany before Hitler. A. Hitler and the Jews in Mein Kampf. The situation in The Third Reich (1933 – 1939). The Nuremberg Laws. Jewish reactions – emigration. Forced displacement and Zentral stele für jüdische Auswanderung Wien. The A. Eichmann's beginning. Action Nisko. 3. „The Final Solution“. Wansee Conference. A Concentration Camp system (extermination camps, labour camps and concentration camps). Einsatzkomannodos at the Eastern Front. 4. From deportation to extermination. Nazi Germany and its allies – Italy, Hungary. 5. Nazi Germany and its „satellites“ – Slovakia, Croatia 6. Nazi Germany and the occupied states – Protectorate of Bohemia and Moravia, Ostmark	

7. The different policy in Hungary, Romania, Bulgaria
8. Western Europe – the Netherlands, Belgium and the various regions of France
9. Actors of the Holocaust – murderers and victims. Eichmann's men – The Jewish Councils.
10. Holocaust and the Modern Society in the 20th Century. Genocide as a „normal“ life.

**Recommended literature:**

1. HILBERG, Raul. Pachtelé, oběti, diváci. Židovská katastrofa 1933 - 1945. Praha : Argo, 2002. ISBN 80-7203-472-3.
2. LANZMANN, Claude. Šoa. Praha : Prostor, 2011. ISBN 978-80-7260-252-0.
3. BENZ, Wolfgang. Holokaust. Trenčín: Vydavateľstvo F, 2010. ISBN 978-80-88952-64-0.
4. WISTRICH, Robert S. Hitler a holokaust. Bratislava : Slovart, 2002. ISBN 80-7145-682-9.
5. NIŽŇANSKÝ, Eduard - HRABOVSKÝ, Milan. Rasizmus, antisemitizmus, holokaust. Bratislava 2013. ISBN 978-80-8127-092-5.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 30

A	ABS	B	C	D	E	FX
46,67	0,0	20,0	30,0	0,0	3,33	0,0

**Lecturers:** prof. Eduard Nižňanský, CSc.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-420/13	<b>Course title:</b> SC: Introduction into the History of Muslim State and Law
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Attendance at lectures, final colloquium. Teacher accepts no more than 2 absences and only with the provable documents. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Student has a basic knowledge of the historical constitutional development of Islamic countries from the formation of Islam to the present with an emphasis on the specifics of Islamic religion. This knowledge is necessary for understanding the fundamental differences between European and Islamic socio-religious and constitutional system.	
<b>Class syllabus:</b> 1. Introduction to the history of Muslim state and law 2. Formation of Islam and Muslim state a its legal system 3. Basic characteristics of Muslim state and law and its development 4. Essential sources of Muslim law 5. Main schools of Muslim law 6. Tax system of Islam and its development 7. Main institutes and branches of Muslim law 8. – 10. Muslim law systems (property and inheritance law, family law and marriage in Islam, criminal and procedural law, commercial, financial amd economic law) 11. Figures of Muslim law and its development (in comparision with other world legal systems)	
<b>Recommended literature:</b> 1, DRGONEC, Ján. Právne kultúry Ázie a Afriky. Bratislava : VEDA, 1991. ISBN 8022402273. 2, HRBEK, Ivan. Korán. Praha : Levné knihy Kma, 2006. ISBN 8073099926.	

3, KNAPP, Viktor. Velké právní systémy (Úvod do srovnávací právní vědy). 1. Vydání. Praha : C.H. Beck. 1996. ISBN 8071790893.  
4, KROPÁČEK, Ľ. Duchovní cesty islámu. Praha : Vyšehrad, 2006. ISBN 80-7021-821-5  
5, POTMĚŠIL, Ján. Šaría - úvod do islámského práva. Praha : Grada, 2012. ISBN 978-80-247-4379-0.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 83

A	ABS	B	C	D	E	FX
67,47	0,0	19,28	8,43	1,2	1,2	2,41

**Lecturers:** PhDr. Lukáš Rybár, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-414/00	<b>Course title:</b> SC: Natural Environment in the Medieval Period
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are required to submit a term paper that is the result of systematic preparation during the semester. They are also required to complete assigned tasks that provide basis for the completion of the term paper. Topic for the papers are chosen at the first meeting and generally deal with environmental developments in a chosen region on the modern Slovak territory. The paper consists of at least 10 standard pages (18,000 characters, including spaces), including footnotes. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Max. number of unjustified absences: 2 Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> During the semester, students deepen their knowledge of historical, linguistic and natural science disciplines within the topic of medieval settlement processes. At the end, they submit a term paper where they show their capabilities in working with secondary literature and written sources. They are acquainted with charters related to setting domains' boundaries. They also have knowledge about ways of delimiting domains' borders in the Middle Ages and the role of land formation in the process.	
<b>Class syllabus:</b> 1. Introductory meeting: information about the requirements, assignment of topics for term papers. 2. Overview of sources and literature. 3. Mapping of natural space in various Slovak regions I: pedology, hydrology. 4. Mapping of natural space in various Slovak regions II: climate, flora and fauna 5. Developments of settlement on the basis of archaeology, focusing on early medieval burial and settlement finds. Work with archaeological literature. 6. Heuristics of preserved medieval written sources about all types of medieval settlements. 7. Presentation of the results achieved so far in the form of short papers - explanation of used methodology. 8. Next phases of settlement processes and their impact on natural space in the High and Later Middle Ages.	

9. Charters related to borders 1: form, aim  
 10. Charters related to borders 2: translation and work with the information  
 11. Discussion, colloquy.  
 12. Final meeting: Assessment of the semester, solution of problems occurring at writing of the papers. Setting of the date for their submitting.

**Recommended literature:**

Bialeková, Darina a kol. Pramene k dejinám osídlenia Slovenska z konca 5. až 13. storočia 1 – 3. Nitra: Archeologický ústav SAV, 1989 - 2002  
 Habovštiak, Alojz. Stredoveká dedina na Slovensku. Bratislava: Obzor, 1985.  
 Varsik, Branislav. Osídlenie Košickej kotliny I.-III. Bratislava: SAV, 1964-1977.  
 Špeciálna literatúra:  
 Lukačka, Ján. Západné Tríbečské podhorie do roku 1526. In: Historické štúdie XXVI, 1982. pp. 131-161.  
 Further literature will be specified during the semester,

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 31

A	ABS	B	C	D	E	FX
54,84	0,0	12,9	16,13	6,45	3,23	6,45

**Lecturers:** PhDr. Jakub Palko, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-493/17	<b>Course title:</b> SC: Political Ideologies of the 20th Century
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students analyse the book by A. Heywood: Politické ideológie [Political Ideologies]. Every student presents a relevant topic as a main speaker once at least (for example: Conservatism, Liberalism ...) It represents 50% of classification score. The student prepares an essay (after consultation with a lecturer), in which they analyse (chyba subject) some work (for example about: Conservatism, Socialism, Communism, Nazism...). The essay represents a second part of classification score – 50%. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student is able to identify the essential political ideologies in the 20th Century and they use the knowledge about relation between intellectual discourses about respective issues, where political discourse arises.	
<b>Class syllabus:</b> 1. Liberalism 2. Conservatism 3. Socialism 4. Communism 5. Nationalism 6. Fascism 7. Nazism 8. Anarchism 9. Feminism 10. Environmentalism	
<b>Recommended literature:</b>	

HEYWOOD, Andrew. Politické ideologie. Plzeň : Vydavatelství a nakladatelství Aleš Čeněk, 2008. ISBN 978-80-7380-137-3.

ARENDTOVÁ, Hannah. Krize Kultury. Praha : Mladá fronta, 1994. ISBN 80-204-0424.

NISBET, Robert. Konzervativismus: Sen a realita. Praha : Občanský institut, 1993. ISBN 80-900190-3-X.

DOERING, Detmar. Liberalizmus - pokus o slobodu. ISBN 80-88874-08-4.

FURET, Francois - NOLTE, Ernst. Fašizmus a komunizmus. Bratislava : Agora, 2001. ISBN 80-967210-9-7.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 33

A	ABS	B	C	D	E	FX
72,73	0,0	18,18	3,03	0,0	0,0	6,06

**Lecturers:** prof. Eduard Nižňanský, CSc.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-428/22	<b>Course title:</b> SC: Private Life in Ancient Rome
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Regular attendance at the weekly class and participation on discussions is necessary for the successful completion of this course. All students will be expected to study materials, to prepare short topics (papers) and to participate on the informal discussion. There will be final colloquium within this course. It will be focussed on testing basic knowledge of Roman private life. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The course introduces students to key aspects of private life of ancient Roman society. It is designed to form the necessary background for other courses in ancient history. On successful completion of this course, students are able to demonstrate familiarity with core features of Roman private life (Roman family, Children, Occupation, Housing and architecture etc.). Students are able to demonstrate an historical understanding of key points of Roman cultural and sociological history and an ability to evaluate the usefulness and relevance of different types of historical and archeological evidence.	
<b>Class syllabus:</b> Introduction to Roman social history and private life. Introduction to historical and archeological sources to everyday life. Birth, childhood, and young age. Roman naming conventions. Roman marriage and family - legal aspects. Marriage – forms and ceremonial. Family and family life. Roman household. Women and their position in Roman society. Unspeakable professions - public performance and prostitution.	

Everyday life, nutrition and occupations.  
Roman medicine – ancient medicine.  
Housing and architecture of Roman cities.  
Death, dying, and funeral ceremony, epitaphs.

**Recommended literature:**

Supplementary literature will be presented at the beginning and during the semester. Studies, sources and source databases will be available on MS Teams. GARDNER, Jane F. Family and familia in Roman law and life. Oxford: Clarendon Press, New York: Oxford University Press, 1998, Repr. 2004. ISBN 0-19-815217-5. KRAEMER, Ross S. (ed.) Maenads, martyrs, matrons, monastics a sourcebook on women's religions in the Greco-Roman world. Philadelphia: Fortress Press, 1988. ISBN 0-8006-0855-0. TOYNBEE, Jocelyn, M. C. Death and burial in the Roman world. Baltimore: Johns Hopkins University Press, 1996, ISBN 0-8018-5507-1. TOYNBEE, Jocelyn, M. C. The art of the Romans. London: Thames and Hudson, 1965.

**Languages necessary to complete the course:**

English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 4

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Daniela Rošková, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-457/00	<b>Course title:</b> SC: Racism, Anti-Semitism and Holocaust
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> An active participation on respective lessons. A student presents a topic according to the book "Rasizmus, antisemitizmus, holocaust" [The Racism, Anti-Semitism and Holocaust] as a main speaker once at least (see a list of literature). The student prepares an essay about the Racism, the Anti-Semitism and the Holocaust. The essay represents 50% of classification score and the activities at discussions consist of 50%. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> The student is able to identify the main trends of the Racism and the anti-Semitism in the European History from 18th to 20th Century. They are able to analyse the respective chapters of book Nižňanský – Hrabovský: The Racism, Anti-Semitism and Holocaust. Every student presents a relevant topic as a main speaker once at least.	
<b>Class syllabus:</b> 1. From intellectual discourse to political discourse. From Racism by intellectuals to political Racism in History of 19th and 20th Century. The problem of Intentionalism in interpretations of Racism the Anti-Semitism. 2. From proto-Racism to origins of Racism in the 18th Century 3. Biological Racism and ideology of Racism. The Racism in the 19th Century. The Arians as a linguistic issue? 4. From Racism to anti-Semitism in the 19th Century. 5. A. Gobineau and his Essay of inequality of Human Races. H. S. Chamberlain and The Foundations of the Nineteenth Century 6. The concretisation of theory of Racism to policy in the imperial period (The burden of a White Man, Cultivate of Asia) 7. Racism and anti-Semitism in the 20th Century (A. Rosenberg and A. Hitler)	

8. From Heterophobia to Holocaust? The Modern Society and Genocide  
 9. Holocaust in Germany. Holocaust as an ethics and political issue of 20th Century's society.  
 10. Policy of anti-Semitism in Slovakia between 1938 – 1945.

**Recommended literature:**

NIŽŇANSKÝ, Eduard - HRABOVSKÝ, Milan. Rasizmus, antisemitizmus, holokaust. Bratislava 2013. ISBN 978-80-8127-092-5.

NIŽŇANSKÝ, Eduard. Politika antisemitizmu a holokaust na Slovensku 1938 – 1945. Banská Bystrica, 2016. isbn-978-80-89514.

BENZ, Wolfgang. Holokaust. Trenčín: Vydavateľstvo F, 2010. ISBN 978-80-88952-64-0.

WISTRICH, Robert S. Hitler a holokaust. Bratislava : Slovart, 2002. ISBN 80-7145-682-9.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 76

A	ABS	B	C	D	E	FX
59,21	0,0	14,47	13,16	2,63	1,32	9,21

**Lecturers:** prof. Eduard Nižňanský, CSc.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-494/18	<b>Course title:</b> SC: Reflection of Holocaust
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> An active participation on lessons – a presentation consists 50% of classification score. A written essay represents 50% of evaluation score. After the main overviews are presented, guests and speakers gradually visit the course: prof. T. Žilinka – literary scientist, which analyses the Holocaust issue in literature. Afterwards they invite to discussion about their books: Denisa Fulmeková, Milan Richter, Miloš Žiak and teatrologist and author of documentaries Dr. Anna Grusková. The rank is approximated and changes may be expected. It depends on the guest's workload, but every invited are expected to come. Required knowledge consists of recommended literature and lectures. Every participant of Special Course gets the book, the lectures (in Microsoft Power Point) and documentary about the Holocaust in Bratislava and in Slovakia on CD. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> A student understands the main concepts and chronology of the Holocaust. They are able to analyse the Holocaust issue – mostly it's reflection in literature, theatre and films in Slovakia.	
<b>Class syllabus:</b> 1. Anti-Judaism, anti-Semitism (national, economic, racial, political dimension) 2. Holocaust as Genocide. Holocaust in Nazi Germany 3. Anti-Semitism in Slovakia. Holocaust in Slovakia (1938 – 1945) 4. Anti-Semitism and Holocaust and its reflection in the film, literature and arts 5. Debate with prof. T. Žilka – literary scientist (Constantine the Philosopher University in Nitra) 6. Debate with writer D. Fulmeková 7. Debate with historian I. Kamenec 8. Debate with film director A. Grusková 9. Final Discussion	

**Recommended literature:**

1. FULMEKOVÁ, Denisa. Konvália. Bratislava : Slovart, 2016. ISBN 978-556-2484.
2. GROSMAN, Ladislav. Obchod na korze. Praha : Akropolis, 2020 ISBN 878-80-7470-296-9.
3. KAMENEC, Ivan. Po stopách tragédie. Bratislava, 1991. ISBN 80-7115-015-0.
4. LIPSCHER, Ladislav. Židia v slovenskom štáte. Print-servis 1992. ISBN-80-9004-702-5.
5. NIŽŇANSKÝ, Eduard. Politika antisemitizmu a holokaust na Slovensku 1938 – 1945. Banská Bystrica, 2016. isbn-978-80-89514.

**Languages necessary to complete the course:**

Slovak

**Notes:****Past grade distribution**

Total number of evaluated students: 5

A	ABS	B	C	D	E	FX
60,0	0,0	40,0	0,0	0,0	0,0	0,0

**Lecturers:** prof. Eduard Nižňanský, CSc.**Last change:** 11.06.2022**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-406/00	<b>Course title:</b> SC: Religious Wars in France
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Student present portraits of chosen personalities of the 16th century of France from the period of Wars of Religion using only 100 words. Written paper is 50% of final evaluation. Written examination is other half of evaluation. The students write the same test at the beginning and in the end of the course. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Student has more detailed information about Wars of religion in France in the 16th century. He understands complex problems of beginnings of reformation in France and knows about the course of religious wars and their internal and international consequences for France in the 16th century.	
<b>Class syllabus:</b> 1. Introduction the problematics, periodization and key problems 2. Reformation in France 3. Personalities (1): Henry II., Anne de Montmorency, Francois de Guise, Antoine de Bourbon, Gaspard Coligny, Charles IX. 4. Beginning of conflict (1559) a 1. war (1562/63) 5. 2. a 3. wars (1567 -70) 6. Night of St. Bartholomew – myths and legends; 4. war (1572/73) 7. Personalities (2): Henry III., duke of Anjou, Henrich de Giuse, Henry of Navarre, prince de Conde, "mignons", "party of Malcontents" 8. 5. a 6. wars (1574/77) 9. La Ligue 10. 7. a 8. war (1579/ 98) 11. Accession of Henry IV. and Edict of Nantes (1598)	

12. Women on the political scene: Margaret of Navarre, Catherine de Medici, Jeanne de l'Albert, queen Margot, "escadron volant"  
 13. French relations to foreign countries during the Wars of religion

**Recommended literature:**

LIVET, Georges : Náboženské války. Praha: ERM, 1995. ISBN 80-85913-03-8.  
 JOUANNA, Arlette: Bartomějská noc zločin v záumu státu : 24. srpen 1572. Praha : Garamond, 2010. ISBN 978-80-7407-084-6 .  
 FRIEDOVÁ, Leonie. Katarína Medicejská životopis. Praha : Academia, 2007. ISBN 978-80-200-1434-4.  
 HARTMANN, Peter C. Francouzští králové a císaři v novověku od Ludvíka XII. k Napoleonovi III. (1498-1870). Praha: Argo, 2005. ISBN 80-7203-517-7.  
 KOVAŘÍK, Jiří. Bitvy a osudy válečníků I. Války pro víru (1526-1588). Třebíč: Akcent, 2017. ISBN 978-80-7497-192-1.  
 KOVAŘÍK, Jiří. Bitvy a osudy válečníků II. Boje o trůny (1588-1626) Třebíč: Akcent, 2018. ISBN 978-80-7497-223-2.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 88

A	ABS	B	C	D	E	FX
50,0	0,0	32,95	10,23	3,41	1,14	2,27

**Lecturers:** Mgr. Daniela Hrnčiarová, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-683/00	<b>Course title:</b> SC: Representatives of the Slovak National Revival
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are required to attend the lessons regularly and take active part in them. Final assessment. a) Maximum number of justified absences: 3. b) Students are asked questions throughout the term to make sure they are prepared. c) Final assessment: written test Grading scale: A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 0/100	
<b>Learning outcomes:</b> At the end of the lecture and self study cycle, students are familiar with the major personalities of the Slovak national movement and their role in the forming of a modern nation. They are also familiar with the impact the environment, education and descent have on the nature, abilities and activities of the individual; the individual as part of the social reality; work, politics, worldview, philosophy.).	
<b>Class syllabus:</b> 1. Introductory lecture. Periodization of the Slovak national revival and definition of its stages. 2. Anton Bernolák + Enlightenment (foreign and domestic specifics) /Jozef Ignác Bajza 3. Juraj Fándly (education, popularizing knowledge) 4. Ján Hollý (the Slovak bard, application of language in art) + Martin Hamuliak (the young members of the Bernolák group) 5. Bohuslav Tablic + Juraj Palkovič 6. Ján Kollár (artist and scholar) + language, the concept of a nation	

7. Pavol Jozef Šafárik (critical scholar)
8. Ľudovít Štúr (work at Bratislava lyceum, Halle, the concept of language, nation, political conception, starting points and results of the 1848/49 revolution).
9. Jozef Miloslav Hurban + Economic situation (agriculture, changes, the peasants' issue).
10. Ján Francisci (radicalism, Štúr's opponent)
11. Štefan Marko Daxner + Pavol Dobšínský (the role of historicism and ethnology)
12. Gašpar Fejerpataky-Bielopotocký + Ján Kalinčiak
13. Miloslav Hodža ("the 1848 betrayal") + Ján Čaplovič (the beginnings of ethnology)
14. Samuel Štefanovič (a different conception of the 1848/49 uprising).

**Recommended literature:**

1. HORVÁTH, Pavol. Anton Bernolák. Bratislava: Bernoláková spoločnosť s Maticou Slovenskou, 1998.
  2. WINKLER, Tomáš. Perom a mečom. Martin: Vydavateľstvo Matice slovenskej, 1997.
  3. SOJKOVÁ, Zdenka. Skvitne ešte život. Martin: Vydavateľstvo Matice slovenskej, 2006. ISBN:7090-828-9.
  4. TIBENSKÝ, Ján. Juraj Fándli. Život a dielo. Bratislava: SAV, 1950.
  5. BRTÁŇ, Rudo. Bohuslav Tablic. Bratislava: Veda, 1974.
- Further literature will be specified during the semester.

**Languages necessary to complete the course:**

Slovak  
Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 81

A	ABS	B	C	D	E	FX
32,1	0,0	25,93	20,99	12,35	6,17	2,47

**Lecturers:** doc. PhDr. Peter Podolan, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-427/18	<b>Course title:</b> SC: Saints, Miracles, Examples. Hagiographic Genres and Cult of Saints in Central Europe in the Top and Late Middle Ages
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation in class during the term, analysis of the provided texts – historiographical, original sources (translations) in class (40%). Oral presentation of a selected topic in max. 20 min. (30%) and short written paper on the topic at the end of the term (30%). Grading scale: A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of absences: 2 Scale of assessment (preliminary/final): 70/30	
<b>Learning outcomes:</b> During the course, students get acquainted with the basic concepts and tools of the discipline, with the basic hagiographic genres and their analysis, with the historical development of devotion to saints and the latest trends in research. They also learn to work with sources of various genres and their critical analysis, focusing on arguing and presenting within a discussion and in written form.	
<b>Class syllabus:</b> Introduction to the issue. Saints in history, devotion to saints and hagiography, types of hagiographic sources, hagiography as a scientific discipline. The beginnings of the cult of saints. Vita and legend as a basic hagiographic genre. Early Christian patterns. Central European examples (holy monks, bishops, rulers). Canonization: origin, course, sources. Formation of the canonization process in the 13th century. Miracles, miracula. Liturgy, relics, forms of devotion to saints.	

New orders, "living" saints, dynastic holiness in Central Europe - holy princesses. Saint Elizabeth of Hungary - miracles, canonization. Anežka Přemyslovna, Hedviga Sliezska, Margaret of Hungary and others. Saint Stanislav, bishop and martyr and his canonization (miracles, canonization process, the spread of his cult).

Saint Margaret of Hungary - attempts at canonization in the Middle Ages (miracles, inquisitio). Official and unofficial cults in the late Middle Ages. The Hussites and saints. Legend and collections of legends, their functions. Preaching and the cult of saints.

**Recommended literature:**

BYNUM, Caroline Walker. Svatá hostina a svatý pŕst. Náboženský význam jídla pro středověké ženy. Praha: Argo, 2017. ISBN 978-80-257-2102-5.

GERÁT, Ivan. Obrazové legendy sv. Alžbety. Téma, médium a kontext. Bratislava: VEDA, 2009. ISBN 978-80-224-1083-0.

KLANICZAY, Gábor. Holy Rulers and Blessed Princesses: Dynastic Cults in Medieval Central Europe. Cambridge: Cambridge University Press, 2002. ISBN 978-0521420181.

KUBÍN, Petr. Sedm přemyslovských kultů. Praha: Univerzita Karlova v Praze, Katolická teologická fakulta, 2011. ISBN 978-80-87258-19-4.

Legendy a kroniky koruny uherské. Ed. R. PRAŽÁK et al. Praha: Vyšehrad, 1988. ISBN 33-795-88.

Legendy stredovekého Slovenska. Ed. a transl. R. MARSINA a J. SOPKO. Budmerice: Rak, 1997. ISBN 80-85501-08-02.

SULPICIUS SEVERUS. Život svätého Martina z Tours. Ed. Miloš LICHNER. Trnava: Dobrá kniha, 2019. ISBN 978-80-8191-189-7.

VORAGINE, Jakub de. Legenda aurea. Ed. a transl. A. VIDMANOVÁ. Praha: Vyšehrad, 1998. ISBN 80-7021-272-1.

Reading assignments (sources, secondary literature) will be provided by the teacher during the semester. Similarly, further literature will be specified.

**Languages necessary to complete the course:**

Slovak

Czech (reading)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 35

A	ABS	B	C	D	E	FX
45,71	0,0	25,71	11,43	2,86	0,0	14,29

**Lecturers:** Mgr. Stanislava Kuzmová, PhD.

**Last change:** 28.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-427/22	<b>Course title:</b> SC: Selected Chapters from Ancient History
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation in classes (sub-tasks, reports, discussion). Two absences are allowed. In the case of multiple absences (for serious reasons), the lecturer decides on substitute fulfilment of duties or on repeating the course. The student is evaluated according to his/her active participation in class (sub-assignments, papers, discussion) - 50% and according to final colloquium - 50% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student gains information about the social and cultural history of Greece and Rome and their most important personalities. The student is able to work with, interpret, and evaluate ancient sources of various kinds. For successful completion of the course, the student is familiar with the basic features of ancient history, culture, and art. He/she can understand the cultural and social significance of Athenian democracy as well as the key episodes of Roman cultural and political history.	
<b>Class syllabus:</b> Introduction, course objective, work plan, assignments. Basic literature and sources and editions of sources. Greek literature, its characteristics, aims and methods. Roman literature, its characteristics, aims and methods. Mythological figures of Greek history. Mythological figures of Roman history. Important personalities of Greek history (philosophers, physicians, orators, military leaders, poets). Important figures of Roman history (politicians, military leaders, artists, emperors). Personalities who had the greatest influence in shaping ancient civilization (comparison). Basic problems of political, social, and cultural development of Greece. Basic problems of political, social, and cultural development in the Roman Empire. Social policy and problems of everyday life in antiquity. Comparison of Greek and Roman civilisation (continuity and discontinuity).	
<b>Recommended literature:</b>	

Additional literature will be presented at the beginning and during the semester. Studies, sources and source databases will be available on MS Teams.

VALACHOVIČ, Pavol. Dejiny antiky. Bratislava: Hlbiny, 2014. ISBN 978-80-89743-03-2.

BURIAN, Jan. Římské impérium. Vrchol a proměny antické civilizace. Praha: Svoboda-

Libertas, 1994. ISBN 80-205-0391-9. ADKINS, Lesley, ADKINS, Roy A. Starověké Řecko.

Encyklopedická příručka. Praha: Slovart CZ, 2011. ISBN 978-80-73915-80-3. ADKINS, Lesley,

ADKINS, Roy A. Antický Řím. Praha: Slovart CZ, 2012. ISBN 978-80-73915-79-7. OLIVA,

Pavel. Řecko mezi Makedonií a Římem, Praha: Academia, 1995. ISBN 80-200-0435-1. GRANT,

Michael. Zrození Řecka. Praha: BB art, 2002. ISBN 80-7341-917-3.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Daniela Rošková, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-501/22	<b>Course title:</b> SC: Selected Chapters of 13th and 14th Century History of the Kingdom of Hungary
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are required to attend the lessons regularly and take active part in them. They need to prepare and present a PowerPoint presentation of the term paper topic they were assigned at the first meeting. The topic of the paper concerns one of the topics listed in the syllabus hereinafter. The paper needs to have at least 5 standard pages (9,000 characters, including spaces) and is to be submitted in writing no later than the credit week. It also needs to include the bibliography. No footnotes are required, though. <b>Grading scale:</b> A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Max. number of unjustified absences: 2. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> At the end of the course, students have comprehensive knowledge of the history of the Kingdom of Hungary in the High Middle Ages focusing on its foreign policy. They are familiar with the growing volume of scholarly literature (especially with the latest scientific studies) concerning the topic of their paper. They are also acquainted with selected areas of the history of the Kingdom of Hungary in the High Middle Ages. The course focuses on those problems of the period that cannot be addressed in detail in the general lectures. Students are, therefore, able to locate the different specific development problems in a broader European context and can use these skills to prepare and take their state exams.	
<b>Class syllabus:</b>	

1. Introductory meeting: Getting acquainted with the course requirements, the credit granting scheme and the content of the course. Students are informed of the topics of the different seminars. Students are assigned the topic of their papers.
2. Introduction to the political, social, economic and cultural development of the Kingdom of Hungary in the 13th century (1205 - 1301).
3. Specific problems of the rule of Andrew II. - his donation policy, its impact on the transformation of the society of the kingdom and on the economic development of the Kingdom of Hungary during his reign.
4. Relations between the Kingdom of Hungary and Austria up to the Battle of the Leitha River (1230 - 1246).
5. Bela IV and Stephen V's western foreign policy - the Arpads' connection with the Western European dynasties (Houses of Anjou, Wittelsbach, Přemyslid, Ascania).
6. Building an alliance between the Kingdom of Hungary and the Habsburgs in the 1270s.
7. The change of the ruling dynasty in the Kingdom of Hungary at the turn of the 13th and 14th centuries - From the Arpad stripes, through the Přemyslid eagle to the Anjou lily.
8. Introduction to the political, social, economic and cultural development of the Kingdom of Hungary in the 14th century (1301 - 1387).
9. The Trenčín branch of the Čák family. The relationship of Matthew III. Čák and Kings Andrew III, Wenceslas III - Ladislav V, Otto and Charles I Robert.
10. The economic reforms of Charles I and Louis I of Anjou and their importance for the position of Hungary in Europe in the 14th century.
11. The relations between the Kingdom of Hungary and Naples in the 14th century.
12. Fates and twists in the life of Queen Mary of Anjou. Course assessment, closing evaluations.

**Recommended literature:**

LUKAČKA, Ján et al. Chronológia starších slovenských dejín. Bratislava: Historický ústav SAV - PRODAMA, 2008. ISBN 978-80-969782-8-1

MARSINA, Richard (ed.). Dejiny Slovenska I. (do roku 1526). Bratislava: VEDA, 1986.

RATKOŠ, Peter (ed.). Z prameňov našich dejín. Bratislava: SPN, 1974.

SEDLÁK, Vincent (ed.). Pod vládou anjouovských kráľov. Pramene k dejinám Slovenska a Slovákov IV. Bratislava: Literárne informačné centrum, 2002. ISBN: 80-88878-72-1

SEDLÁK, Vincent (ed.). V kráľovstve svätého Štefana. Pramene k dejinám Slovenska a Slovákov III. Bratislava: Literárne informačné centrum, 2004. ISBN 978-80-969782-8-1

- further literature will be specified during the semester

**Languages necessary to complete the course:**

Slovak  
Czech (reading)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 2

A	ABS	B	C	D	E	FX
50,0	0,0	0,0	0,0	0,0	0,0	50,0

**Lecturers:** PhDr. Jakub Palko, PhD.

**Last change:** 28.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-408/00	<b>Course title:</b> SC: Selected Issues from Early Modern History
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Exam test is based on lecture, particular questions are given to the student after each individual lecture. Two absences without stating the cause and permitted Grading scale: 100-92% = A; 91-84% = B; 83-76% = C; 75%-68 = D; 67-60% = E; 59-0% Fx Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Student knows more about key events of Early Modern TIems.	
<b>Class syllabus:</b> 1. Assassination of Henry IV. 2. United Netherland Provinces and their economic interest – creation of trade companies 3. Anglo- Dutch wars in the 17th century 4. Gun powder plot 5. The first circumnavigation of the world 6. French – Spanish conflicts in the first half of the 16th century 7. Michel Servet – conscience against violence 8. Elisabeth I. and Mary Stuart 9. Decapitation of Charles I. 10. Oliver Cromwell and his dictatorship 11. Meeting in Field of Golden Cloth 12. Duel of favorites – duel culture in France 13. Jacobite uprisings - Old Pretender and Young Pretender (Bonnie Prince Charlie)	
<b>Recommended literature:</b> SKŘIVAN, A. - DRŠKA,V. - STELLER,F. Kapitoly z dějin evropské politiky do roku 1648. Praha : I.S.E., 1995. ISBN 80-85241-87-0 DUROSELLE, J.-B.: Dejiny Európy a Európanov. Bratislava: Fortuna, 2002. ISBN 80-88980-54-2.	

MACKENNEY, Richard. Evropa šestnástého století. Praha: Vyšehrad, 2001. ISBN 80-7021-469-4.  
MUNCK, Thomas. Evropa sedmnástého století 1598-1700. Praha: Vyšehrad, 2002. ISBN 80-7021-508-9.  
Doplňujúcu literatúru študenti dostanú od vyučujúcej podľa konkrétneho zamerania prednáškového cyklu.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 102

A	ABS	B	C	D	E	FX
48,04	0,0	41,18	9,8	0,98	0,0	0,0

**Lecturers:** Mgr. Daniela Hrnčiarová, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-416/10	<b>Course title:</b> SC: Selected Issues from Medieval Religious History in the Hungarian Kingdom
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 1. To get through the class in the prescribed extent: the student must take part in at least 75% of the classes. 3 absences are accepted, two of them must be excused. 2. Continuous preparation for the classes Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The students gain knowledge about the basic problems of the early development of Hungarian church history.	
<b>Class syllabus:</b> 1. Christianization of the Magyars (Hungarians) in Hungary – continuity and discontinuity, the effect of the Great Moravian church 2. The formation of Hungarian church organisation I – bishoprics 3. The formation of Hungarian church organisation II – cloisters + the effect of the eastern church 4. Pagan reactions 5. Development and stabilization of church life until the turn of the 11th and 12th century	
<b>Recommended literature:</b> MARSINA, Richard. Kristianizácia Maďarov a Uhorska medzi východom a západom. In: Historický časopis, 1992, roč. 40, č. 4, s. 409 - 421. LUKAČKA, Ján. K problému kontinuity kresťanstva na území Slovenska v 10. storočí. In: Studia Historica Tyrnaviensia. 3, Trnava : Katedra histórie Trnavskej univerzity, 2003, s. 37 – 40. MARSINA, Richard. Začiatky cirkevnej organizácie na Slovensku (Od prelomu 8./9. až do začiatku 11. storočia). In: Slovenská archivistika, 1995, roč. 30, č. 2, s. 113 - 126. MÚCSKA, Vincent. O prvých uhorských biskupstvách. Historický časopis, Roč. 51, č. 1 (2003), s. 3-22. AVENARIUS, Alexander.	

Byzantská kultúra v slovanskom prostredí. Bratislava : Veda, 1992, 280 s. ISBN 80-224-0359-8;  
KÓNYA, Peter a kol. Dejiny Uhorska. Prešov: VPU, 2013, 787 s. ISBN 978-80-555-0921-1;  
ULIČNÝ, Ferdinand. Dejiny Slovenska v 11. až 13. storočí. Bratislava: Veda, 2013, 567 s. ISBN  
978-80-224-1292-6

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 65

A	ABS	B	C	D	E	FX
80,0	1,54	7,69	6,15	1,54	0,0	3,08

**Lecturers:** doc. Mgr. Vincent Múcska, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-424/15	<b>Course title:</b> SC: Selected Topics from the Slovak Early Modern Age History
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) preliminary - Students are required to prepare a presentation of a selected topic (according to the brief syllabus) of up to 20 min. In it, students need to present a brief overview of the major events, basic development and processes in this area - Students need to read the sources and historiographic texts assigned by the teacher throughout the term and to subsequently take active part in the seminar discussions Maximum number of unjustified absences: 2. Grading scale: A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The subject has a review character, in which students get familiar with different aspects of Slovak history in the early modern period in the context of the history of the Kingdom of Hungary or the Habsburg Monarchy. The lessons consist not only of lectures but also of discussions of the topics based on the literature relevant for the session. At the end of the course, students summarize the basic development aspects of the Kingdom of Hungary between 1526 and 1780. They also get acquainted with the current local and foreign historiography and gain an overview of methodological approaches that go beyond the classical have of the political and military history.	
<b>Class syllabus:</b> 1) Slovak history in pre-modern times. Theoretical starting points and possible categorizations of history research	

- 2) The Habsburgs on the Hungarian throne. The position of the Kingdom of Hungary within the monarchy. The Habsburg monarchy as a “composite monarchy.”
- 3) The Ottoman Empire, the Kingdom of Hungary and the Habsburgs. The impact of war on society.
- 4) Christian humanism and the Reformation.
- 5) The Fifteen Years War, the Bocskai uprising and the dispute in the Habsburg lineage. Changes and challenges at the beginning of the 17th century.
- 6) The aristocracy and politics. Transylvania under Gabriel Betlen Juraj I. Rákoczi . His position in the region.  
Confessional polemics and re-Catholicization. Relations with the society of the estates in the Kingdom of Hungary.
- 7) Centralization and absolutism. Cameralism. Counter-Reformation.
- 8) The resistance of the estates in the Kuruc movement from Emeric Thököly to Francis II. Rákoczi.
- 9) Pragmatic sanctions. The ruler and the estate nation in the first half of the 18th century.
- 10) The issue of religion in the 18th century.
- 11) Questions of collective identities, the intellectual discourse and possible reception.
- 12) Maria Theresa and the reforms in the Kingdom of Hungary.

**Recommended literature:**

CAMBEL, Samuel (hlav. ed.). Dejiny Slovenska. II. (1526 – 1848). Bratislava: VEDA, 1987.  
 DANGL, Vojtech a kol. Chronológia dejín Slovenska a Slovákov. Od najstarších čias po súčasnosť. Dejiny v dátumoch, dátumy v dejinách. I. Bratislava: VEDA, 2014. ISBN 978-80-224-1373-2  
 KÓNYA, Peter a kol. Dejiny Uhorska. Prešov : Vydavateľstvo PU v Prešove, 2013. ISBN 978-80-555-2432-0

**Languages necessary to complete the course:**

Slovak  
 reading: English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 54

A	ABS	B	C	D	E	FX
44,44	0,0	44,44	9,26	1,85	0,0	0,0

**Lecturers:** Mgr. Peter Benka, PhD.

**Last change:** 28.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-487/12	<b>Course title:</b> SC: Slovak Artists and Politics (1918 - 1945)
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) preliminary - students are required to attend the lessons regularly, take active part in them and engage in the discussions of the different term syllabus topics. - They need to present a 15 min. long report on a selected class syllabus topic. b) final - They need to submit a 2 page long written report on a selected class syllabus topic. <b>Grading scale:</b> A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of unjustified absences: 3 Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> At the end of the course, students are familiar with the way politics affected the lives of Slovak artists and vice versa, as well as with Slovak artists' engagement in politics in between 1918 and 1945. Discussions play a key role as through them students develop their own creative thinking skills concerning the different aspects of Slovak artists' engagement in politics. Special emphasis is placed on discussing the state and public activities of Slovak artists in the first Slovak Republic (1939 - 1945).	
<b>Class syllabus:</b> 1. Introduction to the issue. Outlining the main political and cultural-social determinants in the 1st Czechoslovakia and the 1st Slovak Republic. 2. Slovak artists and politics in the First Czechoslovakia. The politicization of culture. Slovak artists' reactions to the official state ideology of a single Czechoslovak nation and language.	

3. Slovak artists and pro-Nazi / pre-regime collaboration. Political and moral aspects of Slovak artists collaborating during the 1st Slovak Republic. Tido Gaspar. Milo Urban.
4. Slovak artists and anti-fascist resistance during the 1st Slovak Republic. Left-wing artists in the 1st Slovak Republic.
5. Slovak artists and conformism. The passivity of Slovak artists during the 1st Slovak Republic.
6. The reflection of political events in literary works and politically engaged literature.
7. Slovak writers and nationalism. Manifestations of nationalism in the texts of Slovak writers. Andrej Žarnov, Milán Rázus and others.
8. Slovak fine art as a political tool. Searching for politics in art. Left-wing thinking, nationalism in Slovak art.
9. Slovak artists and communism. Laco Novomeský. Ján Poničan. Zuzka Zguriška. Social photography - Irena Blühová. Visits to the Soviet Union.
10. The idea of Slovak art during the 1st Slovak Republic. Art as part of politics.

**Recommended literature:**

JAKSICSOVÁ, Vlasta. Kultúra v dejinách - dejiny v kultúre. Moderna a slovenských intelektuál v siločiarach prvej polovice 20. storočia. Bratislava : VEDA, 2012. ISBN 978-80-224-1238-4

VAŠŠ, Martin. Slovenská otázka v 1. ČSR (1918 - 1938). Martin : Vydavateľstvo Matice slovenskej, 2011. ISBN 978-80-8115-053-1

VAŠŠ, Martin. Bratislavská umelecká bohéma v rokoch 1920 - 1945. Bratislava : Vydavateľstvo UK, 2016. ISBN 978-80-223-4173-8

VAŠŠ, Martin. Medzi snom a skutočnosťou : umelecká bohéma v Bratislave 1938 - 1945. Bratislava : Marenčin PT, 2018. ISBN 978-80-8114-943-6

Further literature and sources will be mentioned during the semester.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 66

A	ABS	B	C	D	E	FX
33,33	0,0	25,76	22,73	4,55	6,06	7,58

**Lecturers:** doc. Mgr. Martin Vašš, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-491/15	<b>Course title:</b> SC: Society and Lifestyle in the 20th Century
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students may have two absences at most. The student is evaluated on basis of active participation at the course (30%) and the final written work (70%), which consists of short-term research within the family or between the relatives. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> The student is able to identify a dynamic trend, which have occurred in the 20th Century and thus modify the complex human destinies, which were intensely influenced by local and global power struggles. Based on examples of lives of general population, the students know to analyse issue of migration, changes of family as a social institution, long-term and short-term consequences of the war, women's emancipation also crisis of masculinity, changes in eating, living and fashion. The students of history, sociology, and ethnology have a more comprehensive view of the 20th Century, which meant for individuals a combination of optimism and pessimism, rapid technological progress and dynamic life-style, which required high demands on man and the environment.	
<b>Class syllabus:</b> 1. The Twentieth Century – era of extremes? 2. Man and the environment. New challenges 3. Life before the First World War. Prosperity and poverty. Two sides of one coin. 4. The First World War – the war of all wars 5. Interwar era – the crazy 20's and crisis 30's 6. The Second World War 7. Polarization of the World – Western and Eastern Bloc 8. Life in the West – an economic miracle, prosperity and social state	
<b>Recommended literature:</b>	

BOCKOVÁ, Gisela. Ženy v evropských dějinách. Praha: Nakladatelství Lidové noviny, 2007, 381 s. ISBN 978-80-7106-494-7. Strana: 308  
 HORSHAM, Michael. Styly 20. a 30. let. Praha: Svojtka a Vašut, 1997, 128 s. ISBN 80-7180-255-7.  
 PAŽOUT, Jaroslav (ed.) Každodenní život v Československu 1945/1948-1989. Praha-Liberec: Ústav pro studium totalitních režimů-Technická univerzita v Liberci, 2015, 240 s. ISBN 978-80-87912-35-5.  
 VINEN, Richard. Evropa Evropa dvacátého století. Praha: Vyšehrad, 2007, 556 s. ISBN 978-80-7021-735-1.  
 ZEMKO, Milan - BYSTRICKÝ, Valerián. Slovensko v Československu (1918-1939). Bratislava: Veda, 2004, 687 s. ISBN 80-224-0795-X.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 298

A	ABS	B	C	D	E	FX
77,18	0,0	6,38	3,36	0,0	0,67	12,42

**Lecturers:** doc. Mgr. Eva Škorvanková, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-454/00	<b>Course title:</b> SC: South-Eastern Europe in the 19th and 20th Centuries 1
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students may have two absences at most. The students are evaluated on basis of active participation at the seminar (50%) and at the final discussion (50%). Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> The students are able to identify political trends in South-Eastern Europe (Balkan) during the 19th and 20th Centuries. Except general characteristic of the interior policy in various regions and states (the Ottoman Empire, the forming so-called national states), the student is also able to orient in the policy of the Great Powers to Balkan (influences and conflicts between European powers). That gets them to be oriented also in current political situation in this region.	
<b>Class syllabus:</b> 1. Introduction into the history of Balkan. Balkan as a concept. 2. Political, economic and social trends in the Ottoman Empire. Regression of the Ottoman Empire and situation in Balkan in the 19th Century. 3. Great Powers and their interests in Balkan in the 18th and 19th Centuries. The Eastern Crisis and Congress of Berlin. 4. Origins and development of the first “national” states in Balkan – Greece and Serbia. 5. National movements and political programs of the Bulgarians and the Albanians. 6. Issues of the Bosnia and Herzegovina 7. The Macedonian and Albanian Question 8. Political trends in Balkan after the Congress of Berlin and deepening the crisis in the Ottoman Empire. 9. The Balkan Wars. 10. The First World War in Balkan 11. Dissolution of the Ottoman Empire after the First World War	

**Recommended literature:**

GOMBÁR, Eduard. Moderní dějiny islámských zemí. Praha: Univerzita Karlova, 1999, 427 s. ISBN 80-7184-599-X. HLADKÝ, Ladislav. Bosna a Hercegovina: Historie nešťastné země. Praha: Doplněk, 1996, 216 s. ISBN 80-85765-61-6. JELAVICH Charles and JELAVICH Barbara. The establishment of the Balkan National States, 1804-1920. Seattle: University of Washington Press, 1997, 358 s. ISBN 0-295-96413-8. ŠESTÁK, Miroslav – TEJCHMAN, Miroslav a kol. Dějiny jihoslovanských zemí. Praha: Nakladatelství Lidové noviny, 2009, 758 s. ISBN 978-80-7106-375-9. WEITHMANN, Michael W. Balkán 2000 let mezi Východem a Západem. Praha: Vyšehrad, 1996, 431 s. ISBN 80-7021-199-7.

**Languages necessary to complete the course:**

Slovak

**Notes:****Past grade distribution**

Total number of evaluated students: 121

A	ABS	B	C	D	E	FX
92,56	0,0	1,65	2,48	0,0	0,0	3,31

**Lecturers:** doc. Mgr. Eva Škorvanková, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-455/00	<b>Course title:</b> SC: South-Eastern Europe in the 19th and 20th Centuries 2
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students may have two absences at most. The students are evaluated on basis of active participation at the seminar (50%) and at the final discussion (50%). Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> The students are able to identify political trends in South-Eastern Europe (Balkan) during the 19th and 20th Centuries. Except general characteristic of the interior policy in various regions and states (the Ottoman Empire, the forming so-called national states), the student is also able to orient in the policy of the Great Powers to Balkan (influences and conflicts between European powers). That gets them to be oriented also in current political situation in this region.	
<b>Class syllabus:</b> 1. Social construction of concepts (definition). 2. Trends of ethnic and religion structure of South-Eastern Europe 3. Territorial changes after the First World War – territorial conflicts (the Greeks-Turkey War, Albanian boundaries and Bulgarian boundaries) 4. Minorities – status of minorities in the society and the relations of state to minorities (minority rights, assimilation, ethnic genocide, replacement of inhabitants between countries) 5. Authoritative regimes in South-Eastern Europe. 6. Kingdom of SHS/Yugoslavia – issue of coexist of ethnical and religion groups in contexts the multiethnic state (process and mechanism of unification by state) 7. The Second World War – resistance and the civil war. 8. Territorial changes of Balkan after the Second World War and status of Tito's Yugoslavia 9. Trends of the interior policy in the various states – Communists Bloc, Western Bloc and Yugoslavia. 10. Dissolution of Yugoslavia and escalation of the national conflicts and wars in the region	

11. Continue of crisis at the beginning of the 21st Century, the focuses of potential conflicts

**Recommended literature:**

GOMBÁR, Eduard. Moderní dějiny islámských zemí. Praha: Univerzita Karlova, 1999, 427 s. ISBN 80-7184-599-X.

HLADKÝ, Ladislav. Bosna a Hercegovina: Historie nešťastné země. Praha: Doplněk, 1996, 216 s. ISBN 80-85765-61-6.

JELAVICH Charles and JELAVICH Barbara. The establishment of the Balkan National States, 1804-1920. Seattle: University of Washington Press, 1997, 358 s. ISBN 0-295-96413-8.

ROTHSCHILD, Joseph. East Central Europe between the Two World Wars : A History of East Central Europe IX. Seattle – London: University of Washington Press, 1992 (siedme vydanie), s. 201-280 (Juhoslávia), 281-322 (Rumunsko), 324-355 (Bulharsko, 357-366 (Albánsko). ISBN 0-295-95357-8.

ŠESTÁK, Miroslav – TEJCHMAN, Miroslav a kol. Dějiny jihoslovanských zemí. Praha: Nakladatelství Lidové noviny, 2009, 758 s. ISBN 978-80-7106-375-9.

WEITHMANN, Michael W. Balkán 2000 let mezi Východem a Západem. Praha: Vyšehrad, 1996, 431 s. ISBN 80-7021-199-7.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 99

A	ABS	B	C	D	E	FX
86,87	1,01	5,05	3,03	0,0	3,03	1,01

**Lecturers:** doc. Mgr. Eva Škorvanková, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-626/00	<b>Course title:</b> SC: The Beginnings of the Central European Hagiography
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> To be granted credits students are required to take active part in the seminars and engage in the discussions on the different topics. During the semester, each student needs to prepare a short paper (or presentation) and present it (10-15 minutes). The topics of the papers are assigned at the first meeting and correspond to the content of the specific seminars. They concern the hagiographic image of Central European male and female saints, the reasons and procedures for their canonization, etc. Classification scale: A - excellent - 100 - 92 % B - very well - 91 - 84 % C - well - 83 - 76 % D - satisfactory - 75 - 68 % E - sufficient - 67 - 60 % FX - insufficient - > 60 % Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> At the end of the course, students are familiar with the latest trends used to research the beginnings of hagiography in Central and Eastern Europe on the example of the Czech Republic, Poland, the Kingdom of Hungary, Kievan Rus' and Croatia. They have extensive competencies in working with hagiographic sources and are able to apply them in their own research (for example, in writing their theses). Students are, therefore, familiar with the basic texts of medieval hagiography in the countries of Central Europe. At the end of the course, students also know the basics of the methodology for working with hagiographic texts not only of the Middle Ages in Central Europe.	
<b>Class syllabus:</b> 1. Initial session - Students get acquainted with the evaluation scheme and the content of the course. They are assigned the topics of their papers and presentations.	

2. Basic sources of hagiographic character and their analysis. Procedure for working with this type of sources.
3. Basic literature and its critical evaluation (overview).
4. Hagiography as a scientific discipline useful when studying the history of the way of thinking and the emergence of ideological structures of the early states in Central and Eastern Europe.
5. The beginnings of hagiography in Europe (late Rome, the Merovingian state, the Saxon state in England, the saints of the Ottonian dynasty, hagiography in Scandinavia).
6. The beginnings of Czech hagiography (St. Ludmila, St. Wenceslas and St. Adalbert).
7. The beginnings of Kievan Rus' hagiography (St. Olga, St. Vladimir, St. Boris and Gleb).
8. The beginnings of Hungarian hagiography (Saints Andrew Zorard and Benedict, Saint Stephen, Saint Ladislaus).
9. The beginnings of Polish hagiography (the White and the Black Legends, St. Stanislaus).
10. Signs of hagiography in Croatia (Saint Helena-Jelena).
11. Holy princesses (first synthesis from the 13th century: Saint Elizabeth, Saint Agnes of Bohemia, Saint Margaret, Saint Kunigunda).
12. Final seminar - end-of-term assessment, the students's activity is assessed.

**Recommended literature:**

Literature to individual saints will be provided during the semester.

Sources and literature:

AVENARIUS, Alexander: Byzantská kultúra v slovanskom prostredí v 6.-12. storočí: K problému recepcie a transformácie. Bratislava: Veda, 1992. ISBN 80-224-0359-8

DUBY, Georges. Damy XII wieku. Warszawa: Czytelnik, 2000. ISBN 830702742X

EMLER, Josef (ed.). Fontes rerum Bohemicarum 1. Praha: Nákladem Musea Království českého, 1873.

HOMZA, Martin. Mulieres suadentes: Presviedčajúce ženy. Bratislava: Lúč, 2002. ISBN 9788071143727

SEREBRJANSKIJ, Nikolaj I. Drevne Russkija kňážeskija žitija: Obzor redakciji i teksty. Moskva: Sinodal'naja tipografija, 1915.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 104

A	ABS	B	C	D	E	FX
72,12	0,0	19,23	5,77	0,0	1,92	0,96

**Lecturers:** prof. Mgr. Martin Homza, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-469/00	<b>Course title:</b> SC: The Coburgs in Central Europe
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are evaluated based on their performance during the course, their (approx. 15 min.-long) presentation of a selected topic (according to the class syllabus), their preparedness for the lessons, and engagement in the discussions of the assigned texts. Grading scale: A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of unjustified absences: 2 Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> On the example of one important European family, students get familiar with the basics of dynastic politics, understand the strategy of the way highest nobility behaves (marriage policy, dynastic unions) and its transnational way of thinking. On the example of the Balkans, students understand different geopolitical aspects of European politics and the attitude of Slovaks towards them.	
<b>Class syllabus:</b> The Coburgs as a German lineage (“the stud farm of Europe”), the gradual occupation of the different thrones, its dynastic policy and the principles professional and national aspects subordinate to, the way of thinking and geopolitics of this European dynasty, the Coburgs on the Bulgarian throne, the politics of the great powers and the different countries in the Balkans, Slovakia and the Balkans (Bulgaria, the Coburgs), seats of the Catholic Coburgs in Slovakia, the family’s husbandry, the Coburgs in the wheelwork of the land reform in Czechoslovakia, achievements and scandals, the formation of myths and historical memory of the dynasty, Czechoslovakia and Bulgaria.	

**Recommended literature:**

HOLEC, Roman. Poslední Habsburgovci a Slovensko. Bratislava: Ikar, 2001. ISBN 80-551-0024-1

HOLEC, Roman. Coburgovci a Slovensko. Bratislava: Kalligram, 2008. ISBN 978-80-8401-249-5

CHUDÍK, Július - JARUNKOVÁ, Klára. Horehronský talizman. Bratislava: Tatran, 1978. ISBN 61-900-78

**Languages necessary to complete the course:**

Slovak

**Notes:****Past grade distribution**

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** prof. PhDr. Roman Holec, DrSc.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-484/10	<b>Course title:</b> SC: The Development Dynamism of the Slovak Society and Culture between 1918 - 1945
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) preliminary - students are required to attend the lessons regularly, take active part in them and engage in the discussions of the different term syllabus topics. - They need to present a 15 min. long report on a selected class syllabus topic. b) final - They need to submit a 2 page long written report on a selected class syllabus topic. <b>Grading scale:</b> A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of unjustified absences: 3 Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> At the end of the course, students are familiar with the specificities of the dynamic development of Slovak society and culture between 1918 and 1945. They can look at different issues from a social and cultural history perspective using an interdisciplinary approach. Thanks to a critical analysis, they have comprehensive knowledge of the social and cultural conditions in Slovakia between 1918 and 1945.	
<b>Class syllabus:</b> 1. The impact the end of WWI and the establishment of the First Czechoslovakia had on Slovak society. 2. The democratization of Slovak society. Its transformation into a civil society. 3. The national development of Slovaks and manifestations of nationalism in the 1930s. Transformation from an ethnic to a political nation in the 1930s.	

4. Factors concerning the legal form of the country between 1918 and 1938 and their impact on Slovak society. Centralism. Autonomism. Regionalism.
5. Economic and social factors of Slovakia's development in the interwar period.
6. Development and basic issues concerning the institutional framework of Slovak culture in the interwar period.
7. Development of Slovak society in the narrative discourse of Slovak literature.
8. Language issues in the interwar period. The emancipation of Slovak science in the interwar period.
9. The establishment of Slovak political and cultural elites in the interwar period.
10. Slovak cultural elites in the interwar period.
11. Slovak cultural elites between 1939 and 1945.
12. The impact Slovakia's autonomy and the establishment of the Slovak State had on Slovak society.
13. Political factors between 1939 and 1945.
14. Economic and social factors between 1939 and 1945.
15. Everyday life between 1918 and 1945.
- 16 Presentations, discussions, recapitulation of the acquired knowledge.

**Recommended literature:**

BYSTRICKÝ, Valerián – ZEMKO, Milan (eds.). Slovensko v Československu ( 1918 – 1939). Bratislava : VEDA, 2004. ISBN 80-224-0795-X  
 FERENČUHOVÁ, Bohumila – ROGULOVÁ, Jaroslava a kol. Občianska spoločnosť a politická kultúra. Kapitoly z dejín Slovenska 1918 – 1938. Bratislava : Historický ústav SAV, 2012. ISBN 978-80-971189-0-7  
 ROGULOVÁ, Jaroslava a kol. Od osmičky k osmičke. Premeny slovenskej spoločnosti v rokoch 1918 – 1938. Bratislava : Historický ústav SAV, 2009. ISBN 978-80-970060-4-4  
 VAŠŠ, Martin. Slovenská otázka v 1. ČSR (1918 – 1938). Martin : Vydavateľstvo Matice slovenskej, 2011. ISBN 978-80-8115-053-1  
 Further literature will be mentioned during the semester.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 49

A	ABS	B	C	D	E	FX
63,27	0,0	22,45	10,2	4,08	0,0	0,0

**Lecturers:** doc. Mgr. Martin Vašš, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-430/18	<b>Course title:</b> SC: The Jagiellonians in the Hungarian Kingdom and in Central Europe: Kings, Family, Dynasty
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are required to attend the lessons regularly, take active part in them and analyze the assigned texts (historiographical or source translations) in class. They also need to present a selected topic in max. 20 min. during the term and deliver a short written work (essay) on the topic of the paper at the end of the term. Grading scale: A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of absences: 2 Scale of assessment (preliminary/final): Scale of assessment (preliminary / final): preliminary 70% (active participation 40%, paper 30%), final: 30% (written paper)	
<b>Learning outcomes:</b> During the course, students get acquainted with the history of the Jagiellonian lineage in the history of the Kingdom of Hungary and Central Europe by means of different source genres concerning the lives of members of royal families and dynasties and their role in the history of monarchies. On these examples, students learn to work with sources critically (especially with sources of a similar type), analyze them and present their conclusions.	
<b>Class syllabus:</b> Central Europe in the time of the Jagiellonians. Royal families and “games of thrones.” Election and coronation (Vladislaus I Jagiellon in the Kingdom of Hungary, the election of Vladislaus II. Jagiellon as King of the Kingdom of Hungary, Louis II.). Women and marriage (Beatrix, Anna of	

Foix, Barbora Zápoľská, Anna Jagelovská and Mária Habsburská: royal weddings. Various sources: journey, poetry, disputes and correspondence).

The royal family, brothers, sisters, kinship (Prince Sigismund and his accounts, family correspondence, etc.) Children (birth of a descendant, upbringing in the royal family - De institutione regii pueri).

Diplomacy (Envoys, Legates, Reports and Communications. Meetings and Summits - Levoča 1494, Bratislava and Vienna 1515). The Royal Court. The king and his surroundings (court historians, scholars, artists, officials, etc.).

The death of the king, end of the dynasty (natural death, royal diseases, death in battle - the Battle of Mohács). The memory and heritage of the Jagiellonians.

**Recommended literature:**

Riccardus Bartholinus. Odeporicon. Ed. a transl. Eva FRIMMOVÁ. Trnava: Filozofická fakulta TU – Historický ústav SAV, 2014. ISBN 978-83-7490-780-4.

FRIMMOVÁ, Eva. Rok 1515 v premenách času (na pozadí Bartoliniho diela Odeporicon). Bratislava: Post Scriptum, 2015. ISBN 978-80-89567-54-6.

KOZÁK, Petr (ed.). Účty dvora prince Zikmunda Jagelovského, vévody hlohovského a opavského, nejvyššího hejtmana Slezska a Lužic z let (1493) 1500 – 1507.

Praha: Scriptorium; Opava: Slezské zemské muzeum, 2014 [cit. 2021-10-28].

ISBN 978-80-87271-98-8. Dostupné na: <https://www.academia.edu/9855924/>

Rationes curiae Sigismundi Jagellonici ducis Glogoviensis et Opaviensis Silesiae et Lusatiarum summi

%C3%9A%C4%8Dty\_dvora\_prince\_Zikmunda\_Jagellonsk%C3%A9ho\_v

%C3%A9vody\_hlohovsk%C3%A9ho\_a\_opavsk%C3%A9ho\_nejvy

%C5%A1%C5%A1%C3%ADho\_hejtmana\_Slezska\_a\_Lu%C5%BEic\_z\_let\_1493\_1500\_1507

KUCHARSKÁ, Veronika. Ducissa. Život knážnej Hedvigy v časoch Jagelovcov. Bratislava: Post scriptum 2014. ISBN 978-80-89567-30-0.

MACEK, Josef. Tři ženy krále Vladislava. Praha: Mladá fronta, 1991. ISBN 80-204-0232-2.

Pramene k dejinám Slovenska a Slovákov VI. Pod osmanskou hrozbou. Ed. Ján LUKAČKA.

Bratislava: Literárne informačné centrum, 2004. ISBN 80-88878-90-X.

Prelomové obdobie dejín (Politika, spoločnosť, kultúra v roku 1515). Ed. Eva FRIMMOVÁ.

Bratislava: Historický ústav SAV, 2017. ISBN 978-80-89867-02-8.

Spomienky Heleny Kottannerovej. Ed. a transl. Daniela DVOŘÁKOVÁ a Mária PAPSONOVÁ.

Budmerice: Vydavateľstvo Rak, 2009. ISBN 978-80-85501-41-4.

Reading assignments will be provided by the teacher. Further literature will be specified during the semester.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 12

A	ABS	B	C	D	E	FX
66,67	0,0	8,33	16,67	0,0	0,0	8,33

**Lecturers:** Mgr. Stanislava Kuzmová, PhD.

**Last change:** 28.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-502/22	<b>Course title:</b> SC: The Kingdom of Hungary and the Empire 1: the Middle Ages
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The students's assessment and credit granting scheme consists of two parts: 80% - continuous assessment. Students are required to prepare a paper consisting of up to 5 standard pages (9,000 characters, including spaces). The preliminary evaluation includes presenting their reports and preparing a PowerPoint presentation. The students are assigned the topic of their paper at the introductory meetings, which correspond to the topics covered during the learning period of the term. Students are required to attend the lessons regularly and take active part in them. 20% - presenting (sending) a written paper (best after presenting the topic and no later than in the credit week). Grading scale: A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Max. number of unjustified absences: 2. Scale of assessment (preliminary/final): 80/20	
<b>Learning outcomes:</b> At the end of the course, students have a basic overview of the development of mutual relations between the Holy Roman Empire and the state units in Central Europe from the beginning of the 10th century (Battle of Pressburg) until 1526 (Battle of Mohács). They have practical experience working with sources concerning the relations between the Kingdom of Hungary and the Empire in the Middle Ages, especially their political (diplomatic and military contacts), economic, social (German colonization, German city law, trade), cultural (Central Europe as perceived by the authors of chronicles and annals of the Empire) and church history aspects. They can see the basic differences in the development of society in the Empire and in the states beyond its eastern border.	

**Class syllabus:**

1. Introductory meeting. Students are assigned the topics of their presentations and reports. Getting acquainted with the course requirements and the topics of the different seminars.
2. Basic literature and sources (translated) on the history of the relations between the Kingdom of Hungary and the Empire in the Middle Ages (overview).
3. The empire and the Old Hungarian tribes. Development of mutual contacts in the 10th century. Battle of Riade (933) and Battle of Lechfeld (955).
4. The shaping of the Central European kingdoms around 1000. The relations between the Kingdom of Hungary, Poland and the Empire during the reign of King and Emperor Otto III (983 - 1002).
5. The relations between the Kingdom of Hungary and the Empire in the 11th - 12th centuries. Development of mutual diplomatic, military and cultural contacts.
6. Europe in the struggle over the Babenberg heritage. Development of the relations between the Kingdom of Hungary and the Empire in the 13th century. Rudolf I of Habsburg and Central Europe.
7. The cultural and social image of the Kingdom of Hungary in the works of imperial chroniclers and annals. The West's views on the "Huns from the East." Economic relations in the High Middle Ages.
8. The Kingdom of Hungary between the Empire and the Roman Curia. The Kingdom of Hungary as a Roman / imperial fief?
9. The Vysegrad Three and the Empire. Relations between the Kingdom of Hungary, the Czech lands, Poland and the Empire in the 14th century.
10. When the Kingdom of Hungary was ruled by an emperor. Sigismund of Luxembourg and his relation to the Kingdom of Hungary and the Empire.
11. Central Europe and the Empire from the mid 15th century to 1526. The Habsburgs and Central Europe. The 1515 Treaties of Vienna. Political, economic and cultural contacts and connections.
12. Final seminar - assessment of the term, discussion.

**Recommended literature:**

- MARSINA, Richard (ed.). Dejiny Slovenska I. (do roku 1526). Bratislava: VEDA, 1986.
- MÚCSKA, Vincent et al. Dejiny európskeho stredoveku I - II. Prešov - Bratislava: Vydavateľstvo Michala Vaška - OZ Hilbiny, 2006 - 2021.
- ROHÁČ, Peter. Vojny o babenberské dedičstvo 1246 - 1278. Rigorózna práca. Trnava: Trnavská univerzita v Trnave, 2015.
- SOMMERLECHNER, Andrea. Stupor mundi? Kaiser Friedrich II. und die mittelalterliche Geschichtsschreibung. Wien: Verlag der österreichischen Akademie der Wissenschaften. ISBN 3-7001-2784-7
- TEICHOVÁ, Alice. Dějiny středověku I - II. Praha: Státní pedagogické nakladatelství, 1968.
- VARGA, Gábor. Ungarn und das Reich vom 10. bis zu 13. Jahrhundert. Das Herrscherhaus der Árpáden zwischen Anlehnung und Emanzipation. München: Ungarisches Institut, 2003. ISBN 978-3929906592

**Languages necessary to complete the course:**

Slovak  
German reading skills are welcome

**Notes:****Past grade distribution**

Total number of evaluated students: 2

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

<b>Lecturers:</b> PhDr. Jakub Palko, PhD.
<b>Last change:</b> 28.06.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-492/18	<b>Course title:</b> SC: The Phenomenon of the so Called Bourgeois Nationalism and the Slovak Issue after February 1948
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are required to take active part in the lessons. They need to produce, present and submit a written paper on an assigned topic. The paper needs to cover the most important issues of the topic in question. It must include a PowerPoint presentation and be at least 5 pages long. Grading scale: A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Maximum number of unjustified absences: 2 Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> At the end of the course, students are familiar with the situation in the entire Eastern bloc after 1948 in connection with the political processes against the representatives of the communist parties with a special emphasis on Slovakia. They understand the origin and development of the accusations of the so-called Slovak bourgeois nationalism up to the processes against Gustáv Husák and others, and the resulting solution of the Slovak issue within Czechoslovakia. They are familiar with the domestic and foreign political scene and understand the impact the international situation had on the origin and execution of the political processes.	
<b>Class syllabus:</b> 1. The political processes in the USSR in the 1930s. 2. Conflicts within the Communist Party and their development. 3. The conflict between Tito and Stalin and the Cominform Resolution. 4. Searching for enemies within the communist parties of the Eastern bloc.	

5. The Slovak question in post-war Czechoslovakia and Slovakia's bourgeois nationalism.
6. The accusations against Husák and others by the so-called Slovak bourgeois nationalism and the IX congress of the Communist Party
7. The arrest of high communist officials and preparation of political processes.
- 8 Sharpening regime centralizing efforts in Czechoslovakia
9. The process against the Slovak bourgeois nationalists and its consequences
10. The impact of the Cold War on the political processes.
11. Stalin's cult of personality and legacy.
12. Rehabilitations

**Recommended literature:**

HOLDOŠ, Ladislav, BARTOŠEK, Karel. Svědek Husákova procesu vypovídá. Rozhovory Karla Bartoška s Ladislavem Holdošem o zážitcích z věznic a táborů pěti zemí, o komunistech bez moc a u moci, o Slovensku a o jiném... Praha: Naše vojsko, 1991. ISBN 80-206021-27.

KAPLAN, Karel. Československo v letech 1948-1953. Praha: Státní pedagogické nakladatelství, 1991. ISBN 8004257003.

KAPLAN, Karel. Kronika komunistického Československa. Klement Gottwald a Rudolf Slánský. Brno: Barrister and Principal, 2009. ISBN 978-80-87029-53-4.

PEŠEK, Jan a kol. Aktéři jedné éry na Slovensku 1948-1989. Prešov: Vydavateľstvo Michala Vaška, 2003. ISBN 80-7165-417-5.

RYCHLÍK, Jan. Češi a Slováci ve 20. století. Česko-slovenské vztahy 1945-1992. Bratislava: Academic Electronic Press, 1998. ISBN 80-88880-11-4.

VOJTĚCHOVSKÝ, Ondřej. Z Prahy proti Titovi. Jugoslávská prosovětská emigrace v Československu. Praha: Univerzita Karlova, 2012. ISBN 978-80-7308-428-8.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 29

A	ABS	B	C	D	E	FX
96,55	0,0	0,0	0,0	0,0	3,45	0,0

**Lecturers:** doc. Mgr. Martin Vašš, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-407/00	<b>Course title:</b> SC: The Right of Aristocracy to Resistance
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation on course. The teacher will accept a maximum of two absences without giving the cause of absence. At third absence student will receive individual task and after the fulfillment of all the requirements he will be accepted for evaluations during the examination period. If the student has four and more absences he will not be admitted to final evaluation. Students prepare and present short portraits of chosen personalities connected to particular lecture. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> On particular examples, the student is able to identify the methods used by nobility pursuing the rise of its political, legal and other powers against the ruler, in various European countries during the Middle Ages and Early Modern Times.	
<b>Class syllabus:</b> 1. John the Lackland and Magna carta libertatum 2. Henry III. against Simon of Monfort - beginnings of English parliament 3. Abdication of Edward II. 4. Deposition of Richard II. 5. "Les Armagnacs" against "Les bourguignons" during the reign of Charles VI. 6. League of Public Health (La ligue de bien publique) against Louis XI. 7. Catholic League and French kings Henry III. and Henry IV. 8. On the eve of English Civil war – parliament against Charles I. 9. La Fronde and Louis XIV. 10. Who rules the Holy Roman Empire? 11. Glorious revolution and James II. 12. Jacobite uprisings against Hanoverian dynasty	

**Recommended literature:**

HARTMANN, Peter C. Francouzští králové a císaři v novověku od Ludvíka XII. k Napoleonovi III. (1498-1870). Praha: Argo, 2005. ISBN 80-7203-517-7.

EHLERS, Joachim Ehlers, MÜLLER, Heribert Müller, SCHNEIDMÜLLER Bernd Francouzští králové v období středověku od Oda ke Karlu VIII. (888 - 1498). Praha: Argo, 2003. ISBN 80-7203-465-0.

VALENTE, Claire. The Deposition and Abdication of Edward II. In The English Historical Review 1998, roč. 113, č. 453, s. 852- 881.

WILKINSON, B. The later Middle Ages in England 1216-1485. London: Longman, 1993. ISBN 0-582-48032-9.

COWARD, Barry. The Stuart age England 1603-1714. London: Longman, 1994. ISBN 0-582-06722-7.

**Languages necessary to complete the course:**

Slovak

**Notes:****Past grade distribution**

Total number of evaluated students: 162

A	ABS	B	C	D	E	FX
96,91	0,0	1,23	0,0	0,0	0,0	1,85

**Lecturers:** Mgr. Daniela Hrnčiarová, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-450/22	<b>Course title:</b> SC: Women in Slovak Society in the 20th Century
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students may have two absences at most. The students are evaluated on basis of active participation during lessons and the discussions of selected topics, in which is necessary to be prepared according a predetermined sources. The sources are gradually provided to students by the lecturer. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student analyses a status of women in the Slovak society during the 20th century in context of political, economic and social changes. After graduation of the course, the students are able to historicize and contextualize the status of women in the society. From this point of view, the subject represents a key moment for defining the diversity and character of society. It also helps to deconstruction of mythical images of power apparatus also its subsequent political and historical reflection. The students are able to analyse not only the role and impact of gender status of women in the society, but they mostly use a methodological apparatus of historical analysis of the society in general. Based on the acquired knowledge, students are able to comprehensively orient themselves in the public space of a politically defined modern society and to respond to the current challenges of society and to historical contemporary adversarial discourses.	
<b>Class syllabus:</b> 1. Defining basic concepts. Gender as a constructivist category. Women´s history or gender history? 2. Woman in the Slovak society before the First World War. Ideal of a Slovak woman. Conservatism versus Radicalism. 3. Suffrage for women. Moreover, what with that? 4. Czechoslovak Republic – Apparent Equality? 5. Girl´s education – between tradition and new opportunities 6. Slovak State – the new Slovak woman in new political reality 7. Labour emancipation of women after the Second World War. Builders of Socialism.	

8. Women and population policy. Abortion and contraception 9. Women and policy. Suffrage, political activity, women's topics in the policy 10. Women in Slovakia after the 1989						
<b>Recommended literature:</b> DUDEKOVÁ, Gabriela a kol. Na ceste k modernej žene : Kapitoly z dejín rodových vzťahov na Slovensku. Bratislava: Veda, 2011, 773 s. ISBN 978-80-224-1189-9. KODAJOVÁ, Daniela. Živena : 150 rokov spolku slovenských žien. Bratislava: Slovart, spol. s r.o. , 2019, 303 s. ISBN 978-80-556-4149-2. SZABÓ, Miloslav. Potraty dejiny slovenských kultúrnych vojen od Hlinku po Kuffu. Bratislava : N Press, 2020, 128 s. ISBN 978-80-99925-28-2. ŠKORVANKOVÁ, Eva. Strážkyne rodinných kozubov? Ženy v ideológii a politike Slovenského štátu. Bratislava: Veda, 2020, 268 s. ISBN 978-80-224-1857-7. TIŠLIAR, Pavol a kol. Populačná a rodinná politika na Slovensku v 20. storočí. Bratislava : Muzeológia a kultúrne dedičstvo, o.z. : Centrum pre historickú demografiu a populačný vývoj Slovenska, Filozofická fakulta Univerzity Komenského v Bratislave, 2019, 219 s. ISBN 978-80-89881-18-5.						
<b>Languages necessary to complete the course:</b> Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 60						
A	ABS	B	C	D	E	FX
95,0	0,0	0,0	0,0	0,0	0,0	5,0
<b>Lecturers:</b> doc. Mgr. Eva Škorvanková, PhD.						
<b>Last change:</b> 11.06.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-807/18	<b>Course title:</b> SC: Women in the Ancient Society
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation in classes. Presentation on a selected topic along with subsequent elaboration of the presentation in written form (report). Two absences are allowed, in case of the third absence the student prepares a substitute assignment on the assigned topic (report). In case of multiple absences (for serious health reasons), the lecturer decides on substitute performance of duties or on repeating the course. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The students have knowledge about the position of women in ancient society, of their role and agency in cultural, social, and political history. The students are able to interpret the everyday life of women in Greece and Rome from the works of the most famous ancient writers and from many epigraphic monuments. They know how to work with various ancient sources, to interpret and evaluate them. The students have also the basic overview of the sources and literature on gender studies, with a focus on antiquity, and are familiar with current issues in the field of gender studies.	
<b>Class syllabus:</b> Introduction, work plan, tasks. Basic literature on the problem and basic heuristic aids - encyclopaedias, bibliographies, biographical dictionaries. Sources on women's history - Numismatic sources. Epigraphic sources. Literary sources and works of Greek and Roman historiography. Introduction to Women in Antiquity - A brief survey of the status of women in ancient civilizations (Mesopotamia, Egypt). The most important female mythological figures - Medea, Antigone, Helen, Penelope... - comparison of myth and reality. Status of women in Greece - issues of everyday life - family, marriage, raising children, education, work and occupations, housing, eating, baths, games and entertainment, death, funeral rituals. Status of women in Rome - issues of everyday life. The legal status of women in Roman law. The view of ancient authors on women in Rome. The tomb inscriptions of women. Women and their influence on the politics of	

Rome - Cleopatra, Livia, Messalina, Agrippina... Comparison of the status of women in different cultures. Evaluation of the course, conclusion.

**Recommended literature:**

POMEROY, Sarah, B. Goddesses, Whores, Wives and Slaves : women in classical antiquity. New York: Schocken Books, 1975.

ANDOKOVÁ, Marcela et al. Bežný život starých Rimanov, Bratislava: Iris, 2020. ISBN 9788082000644.

SUETONIUS Tranquillus, C. Životopisy dvanástich cisárov. Prel. Etela Šimovičová, Bratislava: Spolok slovenských spisovateľov, 2010. ISBN 978-80-8061-427-0

KINCL, Jaromír, URFUS, Valentin, SKŘEJPEK, Michal: Římské právo, Praha: Beck, 1995. ISBN 9788071790310

GARDNER, Jane F. Family and familia in Roman law and life. Oxford: Clarendon Press, New York: Oxford University Press, 1998, Repr. 2004. ISBN 0-19-815217-5

GARDNER, Jane F. Women in Roman Law and Society. London : Routledge, 1990. ISBN 9780415059022

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 32

A	ABS	B	C	D	E	FX
65,63	0,0	15,63	9,38	0,0	0,0	9,38

**Lecturers:** Mgr. Daniela Rošková, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-muDE-090/00	<b>Course title:</b> SD: Historical Sources in History Teaching 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students create selected models to analyse historical sources. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students are competent to work analytically with the school's historical, written, pictorial, graphic, and physical sources. At the same time, they understand that this whole wide range of sources forms an integral part of history teaching as well as a part of history textbooks, as the main medium of teaching, since these historical sources are the final product of the whole historical cognitive process, in which they are reflected back in it. And lastly because these sources are the bearers of a unique and authentic human experience.	
<b>Class syllabus:</b> 1. "Disturbing" peculiarities of the subject and methods of history as a scientific discipline 2. Historians' tracing of the past 3. Historical sources as traces of the past 4. The problem of defining the concept of historical source, historical document 5. Defining the concept of school (didactic) historical source 6. Classification of historical sources. 7. Criticism of authenticity and credibility of historical source 8. Didactic strategies in working with school historical sources 9. Creation of adequate analytical questions for each type of source 10. School pictorial historical sources (historical painting, caricature, poster, photograph, film, comic strip) 11. School graphic historical sources (maps, charts, tables, Venn diagrams, time diagram, set notation) 12. School tangible historical sources	

13. The methodological principle of multi-perspectivity in theory and practice

14. Creation of analytical models in work with school historical sources

**Recommended literature:**

KRATOCHVÍL, Viliam. Metafora stromu ako model didaktiky dejepisu. K predpokladom výučby. Bratislava : Raabe, 2019. ISBN 978-80-8140-365-1.

KRATOCHVÍL, Viliam. Modely na rozvíjanie kompetencií žiakov. K transformácii vzťahu histórie a školského dejepisu. Bratislava : Stimul, 2004. ISBN 80-88982-94-4.

KRATOCHVÍL, Viliam. Dokumentárny film ako školský obrazový prameň. Metodické podnety. Prešov : Vydavateľstvo Michala Vaška, 2008. ISBN 978-80-7165-690-6.

EVANS, Richard. Na obranu historie. Praha : Argo, 2019. ISBN 978-80-257-3006-5.

CARR, Edward. Co je historie? Praha : Nakladatelství Svoboda, 1967. ISBN25-063-67 O2/65.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 284

A	ABS	B	C	D	E	FX
71,83	0,0	15,14	6,34	1,41	4,93	0,35

**Lecturers:** doc. PhDr. Viliam Kratochvíl, PhD., doc. Mgr. Vincent Múcska, PhD.

**Last change:** 25.05.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-muDE-094/00	<b>Course title:</b> SD: History Text Book as a Methodological-Pluralist Incentive for Pupils and Teachers
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Developing a model for a two-page synthetic-analytical type of history textbook. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students have the basic competences to use the history textbook as the main medium of teaching, which is at the same time considered as a specific genre of historical literature. Also, the students apply their theoretical knowledge to the practical side of history textbook production. Furthermore, they have an overview of textbook research issues and acquire a critical approach to history textbooks.	
<b>Class syllabus:</b> 1. Theory of the history textbook as an educational construct 2. Learning from text 3. Research on the history textbooks in Europe, Czech Republic, and Slovakia 4. Approaches and methods in history textbook research 5. Text parameters of textbooks 6. Content of history textbooks and its analysis 7. Didactic parameters of history textbooks 8. Textbooks in real history teaching 9. How to optimally present the text of a history textbook 10. Possible constructions of individual structural components of history textbooks 11. Analysis of European history textbooks 12. Synthetic-analytical type of textbook.	
<b>Recommended literature:</b> PRŮCHA, Jiří. Moderní pedagogika. Praha : Portál, 1997 ISBN 80-7178-170-3. PRŮCHA, Jiří. Teorie a analýzy edukačního média. Brno : Paido, 1998. ISBN 8085931494. KRATOCHVÍL, Viliam. Modely na rozvíjanie kompetencií žiakov. K transformácii vzťahu histórie a školského dejpisu. Bratislava : Stimul, 2004. ISBN 80-88982-94-4.	

KRATOCHVÍL, Viliam. K niektorým aspektom tvorby učebníc dejepisu v Československu a v súčasnosti. In Česko-Slovenská historická ročenka. Praha 2000. ISBN 80-210-3021-6.						
<b>Languages necessary to complete the course:</b> Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 259						
A	ABS	B	C	D	E	FX
72,59	0,0	11,58	7,72	2,7	5,02	0,39
<b>Lecturers:</b> doc. PhDr. Viliam Kratochvíl, PhD., doc. Mgr. Vincent Múcska, PhD.						
<b>Last change:</b> 11.06.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-muDE-093/00	<b>Course title:</b> SD: Museums and Their Role in Teaching History
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students create a set of worksheets on independent research, investigation, and gathering of historical information at the museum's exhibit. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students are competent to use active explorative learning methods and to use different forms of museum work, with an emphasis on regional history. They can apply the methods of museum pedagogy at the intersection with history as a scientific discipline and the didactics and methodology of history.	
<b>Class syllabus:</b> 1. Museum as a cultural-historical institution of national heritage 2. History at the museum, the meaning of monuments and the care of these monuments 3. Museum as an educational institution 4. Educational constructivist programmes 5. Museum as a centre of the local community 6. The status of museum in local and regional culture 7. Museum as a place of learning 8. Object-based learning in the museum 9. Tangible historical sources as a source of historical information 10. Exploratory methods and forms of work in the museum 11. Creating analytical models for research at the exhibition 12. Creation of a display case in the exposition	
<b>Recommended literature:</b> BRABCOVÁ, Alexandra. Brána muzea otevřena. Průvodce na cestě muzea k lidem a lidí do muzea. Náchod : Juko, 2003. ISBN 80-86213-28-5. JŮVA, Vladimír. Dětské muzeum. Brno : Paido, 2004. ISBN 872-80-7305-322-4. KRATOCHVÍL, Viliam. Metafora stromu ako model didaktiky dejepisu. K predpokladom výučby. Bratislava : Raabe, 2019. ISBN 978-80-8140-365-1.	
<b>Languages necessary to complete the course:</b>	

Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PhDr. Viliam Kratochvíl, PhD., doc. Mgr. Vincent Múcska, PhD.						
<b>Last change:</b> 11.06.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-060/00	<b>Course title:</b> Slovak Historiography
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are required to attend the lessons regularly and take active part in them. a) Maximum number of justified absences: 3. b) Students are asked questions throughout the term to make sure they are prepared. c) Final Assessment: written test Grading scale: A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 0/100	
<b>Learning outcomes:</b> At the end of the course and self study cycle, students are familiar with the development Slovak historiography went through from its beginning to the present. They are also familiar with the different periods and their characteristics, the way truth was understood in them, their institutional background, personalities and relation to the historiographies of the neighbouring countries. They are able to analyze specific key works in the context of the time, the author's work and their ideology.	
<b>Class syllabus:</b> 1. The subject of historiography, its place in historical science. Literature 2. The beginnings of historiography in the early Middle Ages in Slovakia. Writing during and after the existence of Great Moravia. 3. Medieval historiography in the Kingdom of Hungary. Legends and chronicles, ethnogenesis of the Magyars, the image of Great Moravia and the origin and character of the Kingdom of Hungary in their conception. The most important Czech and Polish medieval chronicles	

4. Humanistic or renaissance historical writings. Political influences, main features and personalities. Genesis of Slovak historiography.
5. Baroque historical writings. The Critical Historiographical School in the Kingdom of Hungary and the Foundations of the Modern Historical Method. Understanding the ethnogenesis of Slovaks and Slavs.
6. 18th century historical writings. Important personalities - Samuel Timon, Matej Bel, Karol Wagner, J. Pray, S. Katona, J. Severini. Critical historiography in the Kingdom of Hungary.
7. "Revival" historiography. The role of historiography and historicism in the shaping of a modern nation. The "nationalization" of the past. Defensive features of Slovak historiography.
8. Hints of Slovak historiography's successful establishment in the 1850s and 1870s. Matica slovenská, the national, cultural and scientific organization of Slovaks. Personalities of historians and the first professional periodicals.
9. The deformed development of Slovak historiography under increased national oppression in the late 19th century and at the turn of the 19th and 20th centuries. Defensive character, modest conditions, amateur level. Rise of special historical disciplines. Emphasis on the regional dimension of history. The synthetic works by František Vítázoslav Sasinek, Ján Botto, Jozef Škultéty.
10. Professionalization of Slovak historiography after 1918. Growing quality and quantity during the existence of Czechoslovakia. Czech historians in Slovakia. The first professional historians. Positivism and Daniel Rapant.
11. Slovak historiography between 1939 and 1945
12. Historiography after 1948, political and ideological restrictions, quantitative and qualitative growth and limits.

**Recommended literature:**

1. KUTNAR, František - MAREK, Jaroslav. Přehledné dějiny českého a slovenského dějepiscetví. Od počátků národní kultury až do sklonku třicátých let 20. století. Praha: Nakladatelství Lidové noviny, 1997. ISBN 80-7106-252-9
2. HORVÁTH, Pavel. Počiatky slovenskej historiografie. Historický časopis. 1982, vol. 30, no. 6, pp. 859-877.
3. PODOLAN, Peter. Aspekty slovenskej historiografie generácie Jána Kollára a Pavla Jozefa Šafárika. In: Forum historiae [online]. Bratislava: Historický ústav Slovenskej akadémie vied, 2007, vol. 1, no. 1, pp. 21-33. [cit. 2021-10-20] Dostupné na: <https://www.forumhistoriae.sk/sites/default/files/podolan1.pdf>.
4. DUCHÁČEK, Milan. Václav Chaloupecký. Hledání československých dějin. Praha: Karolinum, 2014. ISBN 978-80-246-2482-2.
5. HUDEK, Adam. Najpolitickejšia veda. Slovenská historiografia v rokoch 1948-1968. Bratislava: Historický ústav SAV vo vydavateľstve Typoset, 2010. ISBN 978-80-970302-3-0. Further literature will be specified during the semester.

**Languages necessary to complete the course:**

Slovak  
Czech (reading)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 729

A	ABS	B	C	D	E	FX
38,82	0,0	15,23	14,81	14,54	14,81	1,78

**Lecturers:** doc. PhDr. Peter Podolan, PhD.

<b>Last change:</b> 28.06.2022
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<b>Approved by:</b>
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## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-163/00	<b>Course title:</b> Slovak Historiography in the First Half of the 19th Century
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are required to attend the lessons regularly and take active part in them. Final evaluation. a) Maximum number of justified absences: 3. b) Students are asked questions throughout the term to make sure they are prepared. c) Final Assessment: written test Grading scale: A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 0/100	
<b>Learning outcomes:</b> At the end of the lecture and self study cycle, students have a comprehensive picture of the historiography in the first half of the 19th century. They are also familiar with the key development tendencies, historical concepts, personalities and basic historiographical issues of the period (History in the service of nationalism. Works, personalities, problems, topics and methods.).	
<b>Class syllabus:</b> 1. Brief recapitulation of Slovak historiography before 1800. 2 The Socio-political situation in the first half of the 19th century. Key events. 3. Historicism and history in the service of national movements. The perception of national history. 4. History and historicism in Bohuslav Tablic and Juraj Palkovič's work. The history of literature. The Jánošík motif. 5. Approach and methods (heuristics, source base, source critique, etymology) 6. The birth of archeology: (Václav Krolmus, Ján Kollár, the Reuss brothers) the earliest history and material culture.	

7. Three approaches: František Palacký - Pavol Jozef Šafárik - Ján Kollár. Similarities and differences. Enlightenment activities. Topics.
8. František Palacký's historical work (up to 1850). Specifics and methods.
9. Pavol Jozef Šafárik's historical work. Development of opinions up to Slovanské starožitnosti ("Slavonic Antiquities").
10. Ján Kollár's historical work. Slávy Dcera (The Daughter of Sláva/Glory). Sources, goals, opportunities.
11. History and historicism of the Štúr generation. The perception of national history. Ľudovít Štúr, Benjamín Pravoslav Červenák, Mikuláš Dohnány.
12. Evaluation of Historiography of the 1st half of the 19th century and its contribution to the following periods.

**Recommended literature:**

1. HUČKO, Ján. K problematike dejepisných snáh štúrovcov. In: Zborník Filozofickej Fakulty Univerzity Komenského Historica XXXI, Bratislava: Filozofická fakulta UK, 1980, pp. 65-89.
  2. PODOLAN, Peter. Aspekty slovenskej historiografie generácie Jána Kollára a Pavla Jozefa Šafárika. In: Forum historiae [online]. Bratislava: Historický ústav Slovenskej akadémie vied, 2007, vol. 1, no. 1, pp. 21-33. [cit. 2021-10-20] Dostupné na: <https://www.forumhistoriae.sk/sites/default/files/podolan1.pdf>.
  3. TIBENSKÝ, Ján. Slovenská historiografia v období počiatkov slovenského národného obrodenia. Historický časopis. 1980, vol. 28, no. 4, pp. 531-553.
  4. TIBENSKÝ, Ján. Chvály a obrany slovenského národa. Bratislava: Slovenské vydavateľstvo krásnej literatúry, 1964.
  5. PODOLAN, Peter. Odkaz Jána Kollára slovenskej historiografii. In: Štúdie k jubileu Jána Kollára. Historia nova 5. [online]. Bratislava: Stimul, 2012, pp. 43-51 [cit. 2021-10-20] Dostupné na: [https://fphil.uniba.sk/fileadmin/fif/katedry\\_pracoviska/ksd/h/Hino5d.pdf](https://fphil.uniba.sk/fileadmin/fif/katedry_pracoviska/ksd/h/Hino5d.pdf).
- Further literature will be specified during the semester.

**Languages necessary to complete the course:**

Slovak  
Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 113

A	ABS	B	C	D	E	FX
27,43	0,0	15,93	28,32	15,04	13,27	0,0

**Lecturers:** doc. PhDr. Peter Podolan, PhD.

**Last change:** 28.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-734/22	<b>Course title:</b> Studentenschaft as a social group and university students in „our“ history
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> preliminary - active participation in discussions during classes, a short presentation/report (min. 2 pages of text or of 15 min. duration) in a class on a topic chosen at the beginning of the semester Grading scale: A = 100% – 92% B = 91% – 84% C = 83% – 76% D = 75% – 68% E = 67% – 60% Fx = 59% – 0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> At the end of the semester, students have better knowledge of history of Faculty of Arts. They understand phenomena related to everyday life of students as well as reasons that lead them to become (politically) active. They can use acquired knowledge to make comparisons with phenomena from different periods. They understand influence that broader political, social, cultural developments exerted on the academic sphere and student life.	
<b>Class syllabus:</b> 1.) What is the meaning of "our students" and "our history" 2) Hungarians (Slovaks) in Prague, Academia Istropolitana 3) 19th century - Štúr generation, Dětvan of Prague, various associations in Austria-Hungary 4) Magyarization and university in Bratislava 5) Establishment of the Czechoslovak Republic and Comenius University - formation of student associations 6) Rise of autonomism in the 1930s and attitudes of students at the CU 7) Slovak students in the Slovak state	

- 8) Slovak students in the re-created Czechoslovakia and in the 1950s
- 9) Slovak students in the 1960s
- 10) Slovak students in the "normalisation period"
- 11) Slovak students and the Velvet Revolution
- 12) Slovak students today (activities of students at the Comenius University)

**Recommended literature:**

Kol.: Storočie propagandy. Slovensko v osídľach ideológií. Bratislava: AEP 2005.  
 ČIERNA-LANTAYOVÁ, Dagmar: Pokrokové študentské hnutie na Slovensku 1918 – 1938. Bratislava: SPN 1974.  
 MÁJEK, Stanislav: Svoradov. Mládež a akademici v živote národa. Bratislava: 2014.  
 MANNOVÁ, Elena: Spolky a ich miesto v živote spoločnosti na Slovensku v 19. storočí. Stav a problémy výskumu. In Historický časopis vol. 38, 1990, no. 1, pp. 15 – 27.  
 SOKOLOVSKÝ, Leon (zost.): 90 rokov Filozofickej fakulty Univerzity Komenského v Bratislave (1921 – 2011). Bratislava: Filozofická fakulta UK 2011.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 2

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Samuel Burda

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-701/22	<b>Course title:</b> The War over the Babenberg Heritage 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The credit granting scheme consists of two parts: Students are required to attend the seminars regularly and take active part in the discussions (20%). They also need to carry out partial tasks consisting of studying the sources on the different topics. Students need to prepare the material for their term paper (80%). This material consists of the bibliography (sources and scholarly literature) and a historiographical chapter of their future term paper consisting of at least 5 standard pages (9,000 characters including spaces and footnotes). The historiographic chapter needs to focus mainly on describing the available sources and scholarly literature on the paper topic. Students are required to submit the finished paper chapter in the examination period. They are provided the list of eligible topics at the first meeting. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Max. number of unjustified absences: 2. Scale of assessment (preliminary/final): 20/80	
<b>Learning outcomes:</b> At the end of the course, students have comprehensive knowledge of the relations of the Czech Lands, the Kingdom of Hungary and the Empire in the second half of the 13th century. The term lectures and discussions cover the first part of the struggle over the Babenberg heritage (1246 - 1260). This is a two-term course, at the end of which students have detailed knowledge of the situation in Central Europe (the Kingdom of Hungary, Poland, the Czech Lands, the Holy Roman Empire) in the period in question. Having worked on their term paper, students have practical experience in formulating specialized texts, which can be elaborated on to produce their final theses. Students have an overview of the broader position of the Central European countries within the old continent, understand the relations between the ruling dynasties of the Arpads, the Přemyslids, the Sponheims, the Babenbergs, the Piasts and the Wittelsbachs. Based on the continuously assigned study sources, students are able to understand and analyze the foreign policy direction of the leading representatives of Central Europe.	

**Class syllabus:**

1. The Babenberg family. Brief history, position of the family in Europe.
2. Privilegium minus (1156) issued by Frederick I Barbarossa to Henrich Jassomirgot. Reasons to issue it and its consequences. Content analysis.
3. The Empire and the Papacy and their relations with the Central European countries in the mid 13th century.
4. The relations between the Kingdom of Hungary and Austria from 1230 to 1246. Andrew II and Bela IV's struggle against Frederick II Babenberg.
5. 1246, the Cursed Year I: Duke Frederick II is killed and the House of Babenberg is dissolved leaving no male heirs. Battle of the Leitha River. Implications for Europe. Periods of the struggle over the Babenberg heritage.
6. 1246, the Cursed Year II: Eberhard II Archbishop of Salzburg from Regensburg dies. Implications for Europe. Conflict periodization.
7. What about the Babenberg heirs? The Fates of Margita and Gertrude Babenberg.
8. The first phase of the struggle over the Babenberg heritage. Events in the Austrian lands and the first Czech-Hungarian war 1252 - 1254. The role of Bavaria.
9. The 1254 Buda Peace Treaty. Analysis of results and consequences.
10. Hungary and Styria I: Duchy administration from 1254 to 1260.
11. Hungary and Styria II: The position of ecclesiastical institutions during the Hungarian administration.
12. The fall of Hungarian power in Styria, the second Czech-Hungarian war and the role of Carantania in it. Battle of Kressenbrunn 1260.

**Recommended literature:**

- HERUCOVÁ, Angelika. Vojna o babenberské dedičstvo a Štefan V. In: Historický časopis, 2017, vol. 65, no. 1. pp. 3 – 24. ISSN 0018-2575
- LECHNER, Karl. Die Babenberger. Markgrafen und Herzoge von Österreich 976 – 1246. Graz: Böhlau Verlag, 1996. ISBN 9783205985693
- PALKO, Jakub. Majetkové spory štajerských kláštorov v čase uhorskej správy. In: Historický časopis, 2021, vol. 69, no. 1. pp. 3 – 26. ISSN 0018-2575
- ROHÁČ, Peter. Boj o babenberské dedičstvo a I. česko-uhorská vojna. In: Vojenská história, 2016, vol. 20, no. 1. pp. 18 – 42. ISSN 1338-7154
- ROHÁČ, Peter. Fridrich II. Babenberský a jeho boje s Uhorským a českým kráľovstvom 1230 – 1246. In: Vojenská história, 2015, vol. 19, no. 3. pp. 6 – 25. ISSN 1338-7154
- further literature will be specified during the semester

**Languages necessary to complete the course:**

Slovak  
Czech (reading)

**Notes:****Past grade distribution**

Total number of evaluated students: 2

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** PhDr. Jakub Palko, PhD.

**Last change:** 28.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-702/22	<b>Course title:</b> The War over the Babenberg Heritage 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> FiF.KSD/A-moHI-701/22 - The War over the Babenberg Heritage 1	
<b>Course requirements:</b> The credit granting scheme consists of two parts: Students are required to attend the seminars regularly and take active part in the discussions (20%). They also need to carry out partial tasks consisting of studying the sources on the different topics. Students need to prepare a term paper (80%), including a historiographical chapter from the Struggle over the Babenberg Heritage 1 course. The term paper needs to be at least 20 standard pages long (36,000 characters, including spaces and notes). This term paper is the result of the student's systematic work during both course terms. Students are required to submit the finished term paper chapter in the examination period. To sign in for this course, students are required to have completed the War for Babenberg Heritage 1 course. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Max. number of unjustified absences: 2. Scale of assessment (preliminary/final): 20/80	
<b>Learning outcomes:</b> At the end of the course, students have comprehensive knowledge of the relations of the Czech Lands, the Kingdom of Hungary and the Empire in the second half of the 13th century. The term lectures and discussions cover the second part of the struggle over the Babenberg heritage (1260 - 1278). This is a two-term course, at the end of which students have detailed knowledge of the situation in Central Europe (the Kingdom of Hungary, Poland, the Czech Lands, the Holy Roman Empire) in the period in question. Having worked on their term paper, students have practical experience in formulating specialized texts, which can be elaborated on to produce their final theses. Students have an overview of the broader position of the Central European countries within the old continent, understand the relations between the ruling dynasties of the Arpads, the Přemyslids, the Sponheims, the Babenbergs, the Piasts, the Wittelsbachs and the Habsburgs. Based on the continuously assigned study sources, students are able to understand and analyze the foreign policy direction of the leading representatives of Central Europe. Its core is the foreign policy of kings Belo IV, Stephen V and Ladislaus IV between 1260 and 1278.	
<b>Class syllabus:</b>	

1. The 1260 Battle of Kressenbrunn - course and consequences.
2. The 1261 Treaty of Vienna - consequences for the development of the relations between the Czech Lands and the Kingdom of Hungary.
3. Přemysl Ottokar II's marries Kunigunda Mačvianská. Přemysl's is crowned Czech king.
4. Aftermath of the Second Czech-Hungarian War. Belo IV's first conflict with his son Stephen 1262.
- 5 Wedding of Duke Bela with Kunigunde of Ascania - an event of European importance.
6. Belo IV's second conflict with his son Stephen 1264 - 1266. Peace of Pressburg.
7. Bela IV and Stephen V's foreign policy in the 1260s. Treaties between the Kingdom of Hungary and Naples.
8. Bela IV's death. The rise of Stephen V and the resumption of the struggle over the Babenberg heritage.
9. Third Czech-Hungarian War 1270 - 1271 and the Peace of Pressburg. 10. Fourth Czech-Hungarian War 1273.
- 11 The Hungarian-Habsburg Alliance and the Road to the Marchfeld. Rudolf I of Habsburg's war against Přemysl Ottokar II (1276 and 1278).
12. Battle of Dürnkrut and Jedenspeigen on the Marchfeld 1278. Analysis of source evidence. End of the struggle over the Babenberg heritage.

**Recommended literature:**

- HERUCOVÁ, Angelika. Vojna o babenberské dedičstvo a Štefan V. In: Historický časopis, 2017, vol. 65, no. 1. pp. 3 – 24. ISSN 0018-2575
- LECHNER, Karl. Die Babenberger. Markgrafen und Herzoge von Österreich 976 – 1246. Graz: Böhlau Verlag, 1996. ISBN 9783205985693
- PALKO, Jakub. Uhorsko-české vzťahy v rokoch 1270 – 1272. In: Opus tessellatum. Historia nova 14. Bratislava: Stimul, 2017. pp. 7 – 33. ISBN 978-80-8127-208-0
- PALKO, Jakub. Uhorsko-české vzťahy v rokoch 1272 – 1278. In: MEDEA – Studia mediævalia et antiqua, 2019, vol. 21 – 22, no. 1. pp. 29 – 72. ISBN 978-80-223-4701-3
- ROHÁČ, Peter. II. česko-uhorská vojna o babenberské dedičstvo 1260 a bitka pri Kressenbrunne. In: Vojenská história, 2016, vol. 20, no. 2. pp. 23 – 44. ISSN 1338-7154
- further literature will be specified during the semester

**Languages necessary to complete the course:**

Slovak  
Czech (reading)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** PhDr. Jakub Palko, PhD.

**Last change:** 28.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-752/15	<b>Course title:</b> USA in the 20th Century - Historical and Cultural Perspective
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> active participation Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After successfully completing the course, the student is able identify important cultural and historical events and specifics of history of United States of America in the 20th century. He recognizes the dominant personalities of American social, political and cultural milieu. He understands the main premises of American foreign policy in the second half of the 20th century. He learns about the alternative interpretation of American history	
<b>Class syllabus:</b> 1. Formation of USA and USA in the 19th century. 2. USA before and after WWI 3. The 20's – prosperity and prohibition 4. Great Depression and F.D. Roosevelt 5. USA and WWII 6. Era of H. S. Truman, USA - a superpower 7. The 50's – Eisenhower, mass culture 8. J. F. Kennedy – question of race 9. Great Society of L. B. Johnson, Vietnam war 10. The 70's, Nixon, Carter, Ford 11. Era of Ronald Reagan, end of Cold war 12. The 90's, USA in post-bipolar world 13. USA and international terrorism	
<b>Recommended literature:</b>	

JOHNSON, Paul. Dejiny amerického národa. LEDA Voznice: 2014.  
 TINDALL, George. Dejiny Spojených států amerických. Nakladatelství Lidové noviny, Praha: 2008.  
 MATLOFF, Maurice. Dejiny americké armády. Baronet, 1999.  
 KISSINGER, Henry. Umeni diplomacie. Vydavatelstvo Prostor, 2002.  
 DAVIS, Wiliam C.. Americký západ : bouřlivá historie Spojených států od expedice Meriwethera Lewise a Williama Clarka do bitvy u Wounded Knee. Svojtka a Vašut, 1995.  
 ZINN, Howard. Dejiny lidu Spojených států amerických. Mezera. Praha 2012.  
 DESCHNER, Karlheinz. Moloch: o amerikanizaci sveta. Praha. Epoque. 2005.  
 SCHLEY, Nicole. Války USA, kronika agresivního národa. Praha: Brána. 2004.  
 HEIDEKING, Jurgen – MAUCH, Christof. Dejiny USA. Grada, Praha: 2012.  
 GILBERT, Martin. The routledge Atlas of American History. Routledge, New York, London: 2003.  
 HARBUTT, Fraser. The Cold War Era. Blackwell Publishers, Malden: 2002.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 114

A	ABS	B	C	D	E	FX
99,12	0,0	0,0	0,0	0,0	0,0	0,88

**Lecturers:** Mgr. Juraj Babják, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-50/22	<b>Course title:</b> We are the People! Democracy, Populism, Post-Socialism, and Liberal Consensus
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the students are evaluated for active class work and the final essay at the end of the course. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> After completion of this course, the students can work with text, discourse, and complex and conflicting political map of late-socialist and post-socialist developments within Central Europe. Students can compare and analyse the events, which they reflect in domestic political environment in the context of developments in Poland, Hungary, Czech Republic, as well as Germany and other countries. This course is particularly recommended for students interested in understanding the historically complex relationship between democracy, populism and liberalism or liberal democracy in the specific conditions of post-socialist development.	
<b>Class syllabus:</b> 1. Introduction to the history of democracy – basic background and concepts 2. History of liberalism with emphasis on institutions and institutes and their development in central and eastern Europe from a global perspective 3. Liberal distrust and participation 4. Liberal constitutionalism 5. The emergence of populisms – national and territorial specificities 6. Radical conceptions about democracy and the 1960s 7. Dissent and the Helsinki effect – human rights in oppositional conceptions 8. Anti-politics 9. Democratic revolution and round tables 10. Transition or transformation? 11. Frozen nationalisms? 12. Liberal institutions, the Acquis Communautaire 13. The financial crisis and the rise of conservative and ethno-national populisms	
<b>Recommended literature:</b>	

<p>KOPEČEK, Michal, WCIŚLIK, Piotr (eds.). Thinking through Transition. Liberal Democracy, Authoritarian Past, and Intellectual History in East Central Europe After 1989. Budapest: Central University Press, 2015. ISBN 978-963-3860-85-4.</p> <p>SNYDER, Timothy. Cesta do neslobody. Rusko, Európa, Amerika. Bratislava: Premedia, 2018. ISBN 978-80-8159-598-1.</p> <p>WERNER-MLLER, Jan. What is Populism? Philadelphia: University of Pennsylvania Press, 2016. ISBN 978-0-8122-4898-2.</p> <p>EATWELL, Roger, GOODWIN, Matthew. National Populism. The Revolt Against Liberal Democracy. London: Penguin Books, 2018. ISBN 978-0-241-31200-1.</p>																				
<p><b>Languages necessary to complete the course:</b> English language - level B2 and above</p>																				
<p><b>Notes:</b> the course is taught in English</p>																				
<p><b>Past grade distribution</b> Total number of evaluated students: 25</p> <table border="1"> <thead> <tr> <th>A</th> <th>ABS</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>96,0</td> <td>0,0</td> <td>0,0</td> <td>0,0</td> <td>0,0</td> <td>4,0</td> <td>0,0</td> </tr> </tbody> </table>							A	ABS	B	C	D	E	FX	96,0	0,0	0,0	0,0	0,0	4,0	0,0
A	ABS	B	C	D	E	FX														
96,0	0,0	0,0	0,0	0,0	4,0	0,0														
<p><b>Lecturers:</b> Mgr. Matej Ivančík, PhD.</p>																				
<p><b>Last change:</b> 27.09.2022</p>																				
<p><b>Approved by:</b></p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-780/12	<b>Course title:</b> World War 1
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> active participation, violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After successfully completing the course, the students are able to identify causes and key milestones of World War I. They distinguish attributes of trench warfare and are able to analyse specific war tactics and strategies used on battlefields of Great War; importance and significance of new weapons. They understand the results and consequences of the first global conflict	
<b>Class syllabus:</b> 1. Introduction 2. War plans, reasons, assassination in Sarajevo, objectives. 3. Development in the West, trench warfare 4. Development of Eastern front 5. War in sea and in air 6. Year 1916 – Verdun, Somme 7. Other European battlefields 8. War in Asia and Africa 9. USA enters war 10. War propaganda, total war, secret diplomacy 11. Fall of Central Powers and end of the war 12. Results and consequences of war	
<b>Recommended literature:</b> TUCHMAN, Barbara. Srpnové výstřely: začátek první světové války. Praha: Mladá fronta, 2000. GILBERT, Martin. První světová válka: úplná historie. Praha: BB/art, 2005. LIDDELL HART, Basil. Historie první světové války. Brno: Jota, 2001. LAWSON, Dan. Spojené státy v první světové válce: Vypravění o o generálu Johnu J. Pershingovi a amerických expedičních silách. Praha: Naše vojsko, 2009.	

<p>LETTOW-VORBECK, Paul von. Boje ve Východní Africe za světové války: Vzpomínky nemeckého důstojníka. Praha: Elka Press, 2004.</p> <p>HERTOVÁ, Yvette. Zákopová válka. Praha: Mladá fronta, 1983.</p> <p>MACMILLANOVÁ, Margaret. Mírotvorci: Pařížska mírová konference. Praha: Academia, 2004.</p> <p>WINTER, J.M. První světová válka: fakta, svědectví, souvislosti. Praha: Mladá fronta, 1995.</p> <p>CRON, Hermann. Imperial German Army 1914-1918: organisation, structure, orders of battle. London: Helion, 2002.</p>						
<p><b>Languages necessary to complete the course:</b> Slovak</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b> Total number of evaluated students: 159</p>						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<p><b>Lecturers:</b> Mgr. Juraj Babják, PhD.</p>						
<p><b>Last change:</b> 10.06.2022</p>						
<p><b>Approved by:</b></p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-837/22	<b>Course title:</b> „With the Enemy for Eternity?“ Us and Them in Modern History (1938-1953)
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are evaluated on the basis of active participation, completion of a sub-tasks; presentation on a specific aspect of an issue based on the course syllabus (the lecturer will provide the necessary literature and sources), and submission of a seminar paper at the end of the semester. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> The aim of the course is to problematize the topic of stereotyping and conceptualizing the „enemy“ as a phenomenon with multidisciplinary overlap. Listeners will become familiar with the basic concepts, theoretical and methodological background. They are able to analyze and interpret the process of creating the opposition of Us and Them in the context of ideologies and identity construction (1938 – 1953). They are also capable to orient themselves in contemporary socio-political and geopolitical issues, which are ultimately relevant today.	
<b>Class syllabus:</b> I. Introductory meeting. Terms of evaluation, preliminary determination of the topics of the seminar papers and topics for presentation II. Explanation of basic terms, concepts and theoretical backgrounds; evolutionarily conditioned understanding of otherness and strangeness; the project of self-identity and collective memory; the perspective of self-construction; prejudices and stereotypes III. „Banality of Evil“ – „Authority and Obedience“ – „Situational Violence“ IV. Propaganda: methods, aims, language (H. Kelman - L. Hamilton: authorization, routinization, dehumanization) V. Internal political „enemies“: the construction of the Czech, the Jew, the communist, the liberal VI. Foreign political „enemies“: the USSR, the USA, Great Britain, Poland, the exile	

- VII. The „image of the friend“ and the process of positive projection of „us“ and „our allies“ - Italy, Germany, the Berlin-Rome-Tokyo Axis  
 VIII. The image of „small“ friends - Croatia, Romania  
 IX. From friend to enemy – narrative changes and listening to silence (e.g. from Mussolini’s Italy to Badoglio; from the Ribbentrop-Molotov Pact to Operation Barbadossa)  
 X. Changes in the concept of „enemy“ after 1945  
 XI. Changes in the concept of „friend“ after 1945

**Recommended literature:**

ARENDR, Hannah. Eichmann v Jeruzaleme. Správa o banalite zla. Bratislava: Premedia, 2016;  
 NEČASOVÁ, Denisa. Obrazy nepřítele. Československo 1948 – 1956. Praha: Nakladatelství Lidové noviny, 2020.  
 NIŽŇANSKÝ, Eduard., NIŽŇANSKÁ, Zlatica. Obraz nepriateľa v propagande počas II. svetovej vojny. Banská Bystrica: Múzeum SNP, 2016.  
 SCHMITT, Carl. Pojem politična. Brno; Praha : CDK, 2007;  
 ZIMBARDO, Philip. Luciferův efekt. – Jak se z dobrých lidí stávají lidé zlí. Praha, 2014.

**Languages necessary to complete the course:**

Slovak and English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 12

A	ABS	B	C	D	E	FX
75,0	0,0	8,33	8,33	0,0	0,0	8,33

**Lecturers:** Mgr. Katarína Bohová

**Last change:** 11.06.2022

**Approved by:**